DOCUMENT RESUME

ED 047 469 SE 011 603

TITLE Vocational Education-Special Education: A Curriculum Guide for Teachers of Home Economics and Educable Mentally Retarded, Grades 7-12.

INSTITUTION Michigan State Dept. of Education, Lansing. Div. of Vocational Education.

PUB DATE Aug 70

NOTE 109p.; Proceedings of a Vocational Education-Special Education Institute (Lansing, Michigan, June 15-19, 1970)

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29

DESCRIPTORS *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Family Life Education, *Home Economics, Secondary Education, Self Care Skills, Social Development, Vocational Education

ABSTRACT

Resulting from the Vocational Education-Special Education Institute in teachers' workshop held in Lansing, Michigan, June 15-19, 1970, the curriculum guide contains the purpose, philosophy, and objectives of the institute. The following five curriculum areas are presented in color-coded sections designed for teachers of home economics and educable mentally handicapped students: social behavior and self care skills, food instruction, clothing, family relations, and housing information. Objectives, resource materials, desired concepts and attitudes, and teaching suggestions are noted for each area. (DS)

ED047461

VOCATIONAL EDUCATION – SPECIAL EDUCATION INSTITUTE

for

ED 047 461 CE 000 632

ED047461

EC031603

[illegible]

A Curriculum Guide
for
Teachers of Home Economics and
Educable Mentally Retarded

Grades 7-12

Special Needs Funding Part III-B, 1968
Amendment of Vocational Education

sponsored through the

Home Economics Education Service
Division of Vocational Education
Michigan Department of Education

[illegible]

[illegible]

Prepared August, 1970

[redacted]

PLANNING COMMITTEE

G. LeRoy Reynolds, Director
Jan Baxter
Barbara Caylor
Robert Ransom

Ellen Johnson, Asst. Director
Eleanor Mollenauer
Jane Thurber
Jane Wallace

PUBLICITY COMMITTEES

PRESS RELEASES

Patricia Capes, Co-Chairman
Terry Quelle, Co-Chairman
Lorette Adams
Addie Bowers
Bernette Clemons
Frede Ellis
Margaret Clemmons
Anne Gore
Judy Jones
Ellen Jane Mayo
Marguerite Mulvehill
Judy Paddock
Beatrice Scott

PHOTO

Norman Breitbaugh, Co-Chairman
Sue Chaffin, Co-Chairman
Marion Beck
Eleanor Chase
Evelyn Grodsky
Mildred Huff
Beverly Ellis
Elenn Mulvehill
Lillian Songer
Claybourn Williams
Lorraine Wood

CLOTHING

Emma Babcock, Co-Chairman
Dorothy Saunders, Co-Chairman
Mary Adair
Susan Christian
Elizabeth Buttenga
Sabonna Dynan
Doris Eahne
Cheryl Hales
Patricia Rose
Ruth Smith

PUBLIC RELATIONS

Wava Granger, Co-Chairman
Margaret Peterson, Co-Chairman
Judith Berry
Lowri Cunningham
Carol Irish
Pamela Lehrault
George Palmer
Gwen Swank
Lynnie Teasley
Ruth Zack

NURSING

Paul Heydenburg, Co-Chairman
Lee Richardson, Co-Chairman
Mary Branson
Evelyn Nash
Mary Holliday
Jeanie Moon
Gerald Smearsh
Helen Pointer
Sue Weigant
Ruth Zimmer

TABLE OF CONTENTS

Page

PREFACE. 1

INTRODUCTION: EDUCATION--DEFINED. EDUCATION UNDER FASCISM 11

PURPOSE OF THE INSTITUTE 24

GENERAL PHILOSOPHY 9

OBJECTIVES 45

GUIDE FOR THE TEACHER. 452

CURRICULUM 5

SOCIAL FUNCTIONING. 1

FOOD. 58

CLOTHING. 79

FAMILY RELATIONS. 48

HOUSING 63

SUMMARY. 98

FOREWORD

"Working-In" Institutes are planned and attended by those who recognize an area of need and are determined to at least begin to meet that need. Those of us who are fortunate enough to work in the areas of Vocational Education and Special Education are well aware of the lack of programming for the Educable Mentally Retarded Child.

This is a report of an Institute that spent one week dealing with the situation. Our interest was not so grand as to solve the problem that must obviously be solved. We merely set out to discover what each participant was doing individually to meet the vocational needs of retarded children, share ideas and, hopefully, to encourage others to begin to evaluate, take inventory and share their successes with each other.

This report is, in reality, five reports. Reports of five groups of teachers. They contain ideas, suggestions, resource information and expert advice. We believe they are useful; we know that when a professional teacher makes proper use of them, they work. Now, if they stimulate teachers from the two sponsoring divisions of the Michigan State Department of Education to plan and develop programs with greater cooperation for the ultimate good of retarded children, then, we will have begun to solve these children's real needs and to better help them become independently-living community citizens. Our Goal!!

Respectfully,

M. LeRoy Reynolds
Central Michigan University
Director

Glen Johnson
Gratiot-Isabella Intermediate
School District
Assistant Director

[redacted]

[redacted], JUNE 13, 1970

- 9:00 A.M. Registration
  - Hospitality Inn
- 1:00 P.M. - 3:00 P.M. General Session
  - Dr. William Pierce
    Deputy Superintendent of Public Instruction
  - Mr. Dennis Swanson
    Director of Special Education
- 3:00 P.M. - 5:00 P.M. West Ballroom
  - Panel I
    - Glen Johnson, Chairman
    - Clarence Hollingsworth
    - Barry Butler
  - Panel II
    - Lee Reynolds, Chairman
    - Barbara Gaylor
    - Gene Thurber

TUESDAY, JUNE 16, 1970

- 8:30 A.M. - 12:00 Noon Small Group Meetings
- 1:30 P.M. - 5:00 P.M. Small Group Meetings
  - Food--Room: Capitol
    - Co-Chairmen
      - Don Chaffin
      - Herman Brieshaupt
  - Clothing--Room: Lansing
    - Co-Chairmen
      - Emma Galvin
      - Dorothy Saunders
  - Social Forthcomingness--Room: Michigan
    - Co-Chairmen
      - Patricia Geyer
      - Terry Qualls
  - Family Relations--Room: Toronado (Tuesday) Suite 212 (Thursday)
    - Co-Chairmen
      - Dave Granger
      - Margaret Peters
  - Housing--Room: Directors
    - Co-Chairmen
      - Paul Heydenburg
      - Lee Richardson

[illegible], [illegible] 17, 1970

- 8:30 A.M. General Session, West Ballroom
  - Speaker: Dr. Edwin H. John
    Acting Deputy State Director of Vocational Education
- 10:00 A.M. - 10:30 A.M. Travel time to Seidman Center
- 10:30 A.M. - 1:30 P.M. Seidman Center
- 1:30 P.M. - 2:00 P.M. Travel time to West Ballroom
- 2:00 P.M. - 3:00 P.M. West Ballroom
- 3:00 P.M. - 6:00 P.M. Group Discussions
- 6:00 P.M. - 7:00 P.M. Leisure Time
- 7:00 P.M. Banquet, West Ballroom
  - Speaker: Dr. William Grubb
    Director, Institute for the Study of Mental Retardation
  - Topic: "The Interdisciplinary Nature of Research and Training in Mental Retardation"

[illegible], [illegible] 18, 1970

- 8:00 A.M. - 12:00 Noon Small Group Meetings
  - Participants attend same groups as on Tuesday in the same rooms except Family Relations group who will meet this date in Suite 202
- 12:00 Noon - 12:30 P.M. Group leaders meet with Institute Directors
  - Lunch to be announced
- 1:30 P.M. - 2:45 P.M.
  - All Home Economics Teachers meet in the Michigan Suite
    - Speaker: Thomas Bowers
    - Topic: "State Programs and Funding for Special Education"
  - All Special Education Teachers meet in the West Ballroom
    - Speaker: Barbara Taylor
    - Topic: "State Programs and Funding Procedures for Home Economics"
- 3:00 P.M. West Ballroom
  - Speaker: Mr. Lou Goecke
  - Topic: "Federal Funding for Education in Michigan"
- 7:00 P.M. W.M.U. Instructional Materials Center

[illegible], [illegible] 19, 1970

- 8:30 A.M. - 9:30 A.M.
  - Speaker: Mr. Donald Williams
    Director of V.O.E., Kalamazoo Valley Intermediate School District
  - Topic: "Co-operative Program for Educable Mentally Retarded Students"
- 9:45 A.M. Brunch, West Ballroom
- 1:00 P.M. - 2:00 P.M. West Ballroom
  - Speaker: Mr. Claud Whitehead
  - Topic: "Employer-Employee Relations"

As we in Special Education worked with our children, we became more aware of all children's needs. Through our students' more apparent needs, we realized that we must face the real and immediate problems of life beyond our classroom door. It was through this awareness that the Institute was formulated.

To meet the academic needs of youngsters is an outlook. Forming a child can perform academic gymnastics is one form of teacher-student success. Like many skills, unless there is a related need for it in everyday living, this exercise soon proves inadequate. Therefore, we came together to discuss ways of working cooperatively to meet the problems that the student faces. It is the hope of this group that, through cooperative effort and joint planning, teaching, and evaluating, we can make their school experience one of ever-increasing value. Helping them develop methods of solving their problems is an adult world is a challenge we must meet. Obviously, then, the training cannot be a specialized study in one selected academic area. It must be all inclusive.

Beginning with the student, he must become aware of his own needs and how these needs dovetail with the needs of others. He, therefore, must not only develop a self-respect but also a respect and concern for others. He must, likewise, not only learn a skill that will produce an income, but also a knowledge of how to spend this income and use these talents to produce, for him, a satisfactory life. This, then, brings into focus life's enriching areas of recreation, club activities, social concern, etc.

It is the conviction of thoughtful educators that what we teach must contribute to the development of an individual whose life will possess these qualities because he has learned the pleasure of solving problems instead of side-stepping them. Here lies the secret of a full and satisfactory life; a life that every alone cannot buy!

Humanity possesses many needs and many talents. We must meet these needs by developing related talents. No longer can we feed the same educational pill to everyone. The evidence of the failure of this method is shown by our drop-outs, our push-outs, and our youth who fail to meet their individual responsibilities. We have more to teach them facts. It is hoped that the results of the Institute can contribute to the understanding of the needs of the individual student.

[illegible]

The "special" child is "special" only to the extent that his [illegible] may sufficiently free the area to make him a candidate for special placement to meet his educational needs.

The children classified as such are entitled to an education designed to meet their needs.

These children are not limited to special class, race, religion, or any other provincial designation.

OBJECTIVES

To help the student:

- recognize his personal worth for himself and others.
- become a competent, dependable employee.
- develop into a contributing, responsible citizen of home and community.
- develop adequate recreational training.

HINTS FOR THE TEACHER

Reduce terminology to the lowest possible terms.
Say something they understand. Do not talk above them.
Give positive examples
Show and Tell Demonstrations
- Example: Blouse or sweater
  Proper and improper washing (Utility companies have some demonstrations all set for the asking.)

Use resource people--all areas.
Involve the students--let them demonstrate, talk, or what-have-you.
Present all material with a show of interest.
High level of interest and practical facts and how they affect the students right now:
- Their home
- Our classroom
- Our school
- Our community

Get excited and act it, and then they will feel the excitement and become involved.
Do not limit their successes by your first expectations.
Look for the silver lining--most students will work to meet your expectations.
Keep them high.
Do not prejudge a child's capabilities on the basis of his past record or immediate observation.
Materials used in an instructional program should be related, in some way, to the experiences of the youngster.

SOCIAL FORTHCOMINGNESS

GROUP PARTICIPANTS

Co-Chairmen:

Geyer, Patricia
Albion, Michigan

Quelle, Terry
Albion, Michigan

Adams, Loretta
Mt. Pleasant, Michigan

Bowers, Ardis
Clare, Michigan

Clemens, Bernette
Detroit, Michigan

Ellis, Freda
Lansing, Michigan

Glennon, Margaret
Southfield, Michigan

Hess, Anne
Oak Park, Michigan

Jones, Judy
Lansing, Michigan

Mays, Elma Jane
Sand Lake, Michigan

McDaniel, Marguerite
Detroit, Michigan

Paddock, Judy
Flint, Michigan

Scott, Beatrice
Howard City, Michigan

Following are the "helping" materials which were used by the group working on Social Forthcomingness. Our charge is to: (1) develop a curriculum guide for use with Educable Junior and Senior High School youth in the area of Home Economics, and (2) develop instructional materials that will aid other teachers in their work with Educable Junior and Senior High School youth in the area of Home Economics. It was suggested, by the group, that in this area of imagery and self-concepts, teachers will have to watch their own hang-ups on easy Social Forthcomingness; for teachers are images to follow.

The subject matter areas usually included in a Home Economics curriculum:

FOOD:
- in all its aspects; preparation, storage, buying, nutrition, and cultural significance, etc.
CLOTHING:
- in all its aspects; buying, selecting, wardrobe planning, care, storage, social and cultural significance, etc.
HOUSING:
- in all its aspects; buying, renting, building the home, decorating and furnishing the home, zoning, community, etc.
HUMAN GROWTH AND DEVELOPMENT:
- the growth, care and socialization of the young; personal, family, and community relationships, etc.

HUMAN SEXUALITY

This unit should be preceeded by a unit on Human Growth and Development.

GENERAL OBJECTIVE:

- To identify and interpret the role and/or place of human sexuality in self-image and in relationship to others.

CONTENT	SUGGESTED ACTIVITIES	RESOURCE

- Self-concept	- Self-assessment
	  - "What kind of person am I?"
	  - "Why do people treat me the way they do?"
	  - "Do I have trouble?"
	  - Group discussions
		- Thomas Self-Concept Values Test (Jones, 1963)
		- Films
		  - "Eye of the Beholder"
		  - "Preface to a Life"

- Self-expectations	- Inventory of strengths and weaknesses	- Teacher-made form
- Role-expectations - Peers	- Discussion on "What is a friend?"--list characteristics - Discuss concept of loneliness - Role-playing - Independence in a crowd	- Loneliness by Dr. Clark Moustakas, Merrill-Palmer - Filmstrip series on peer relationships, loyalty, etc.
- Siblings	- Discussion on "Problems of Favoritism" - Position in the family	- Family living textbooks - SRA Social Studies unit on behavior
- Parents	- Discussion on "What can parent and child expect of each other?" - Construct a "Child's Bill of Rights" and a "Parent's Bill of Rights"	- Family Relationship by Helen Cunn Woolsbo - Between Parent and Child by Dr. Haim Ginottis

- Wife-husband	- Construct a list of ten things which your mother does, and a list of ten things which your father does. - Discussion on "What does your husband/wife have a right to expect of you?"	- The Workingman's Wife by Dr. Blood - Film - "Psychological Differences Between the Sexes"
- Employee-employer relationships	- Field trips to places in community where people are working - Tape record an actual interview - Speaker from some business - Learn to properly fill out application forms (actual forms) - Securing a Social Security number	- Local businessmens' organizations - Secure forms from local industry - Secure forms from post office

ADDITIONAL SUGGESTIONS:

CONTENT	SUGGESTED ACTIVITIES	RESOURCE
- Identification in all that we do - Family life - Community life - To accept self as I am--physically - What is a woman and what is a man - Attitudes about man's role and woman's role - What does a boy expect in a wife and what does a girl expect in a husband - What do you bring to a marriage - What have you to offer to the partnership - Individual responsibility and dangers in sexual involvement, exploitation, or desire	- Group discussions - Role-playing	- Family by Margaret Mead - Family of Man by Carl Sandburg - The Art of Loving by Eric Fromm - Loneliness by Moustakas

- Like yourself before you can like someone else - Maturation of love is?---- - Not everybody gets married--discuss		

PUBLIC CONDUCT

GENERAL OBJECTIVES:

- To identify and interpret ways in which students can have better chances for success in public behavior, including the concept of social distance.
- To help the student interpret the label "special", which is often given him.

CONCEPT	SUGGESTED ACTIVITIES	RESOURCES

- Self-imagery
  - Manners--inconspicuous, uncomplicated
  - In public places -restaurant, theatre, etc.
  - On public vehicles
  - In school
  - At home
  - With people of authority
- Self-expression
  - Honesty
  - With self
  - With others
  - General appearance
  - Grooming
  - General behavior
  - Relationship with peers
  - As friends
  - As workers
  - As competitors
  - As helpers
  - Group image
	- Self-imagery
	  - Act-out situations to elaboration
	  - Encourage communication
	  - Group interaction (small groups)
	  - Invite a guest to simulated activities
	  - Attend fashion show and/or participate in a fashion show
	  - Use filmstrips that are appropriate
	  - Show-and-tell experiences
	  - Write up descriptions of embarrassing situations. Ask students to give their ideas on the best way to handle the problem.
	  - Suggested activities for Jr.-Sr. High
	  - Invite a "successful"
		- Self-imagery
		  - Use of professional people
		  - Testing in Self-Imagery, Self-Concepts Values Test by Walter L. Thomas
		  - Texts
		  - Manners Made Easy

special education student to be to talk informally with your class about such things as: job he or she is holding, extra curricular activities, dating, driving--buying a car through job earnings. Allow time for questions.
- The invitation can be written by the group on the board, then rewritten by one student. A thank you note or card should be mailed after the visit. All students can sign this.

- Society's limits
  - Conform code (society's rules)
    - Social distance
      - General experiences
      - World of work
      - Community groups (church, school, clubs, etc.)
    - Knowing rules of society
      - Appropriate language
      - Appropriate behavior
      - Recognition of impostors and danger signs
- Common courtesy and social grace
  - Consideration for others
    - In public places
    - On public vehicles
    - In school
    - At home
    - With people of authority
- Adjustment to a change in situations

- Society's limits
  - Attend play or theater as a conclusion of a unit of study e.g., restaurant, picnics, zoos, etc.
  - Get discussion on what to do concerning impromptu situations
  - Much practice in social skills
  - Invite and entertain guests e.g., luncheon, play or pantomime, seasonal parties
  - Establish proper listening habits through use of auditory personnel and peers (personal experiences, explanation of given items)
  - Use of symbols for quick teaching, e.g., ZZZ = examine your zipper

- Society's limits
  - People in community
  - Community care group
  - Service clubs
  - University affiliates and volunteers
  - Filmstrips or movies from school and university
  - Film
    - "The Pennsylvania State Training School" (visual aids to educate the public) Persons, Kansas

- Psychological needs
  - Need for privacy
  - Respect for self and others
  - Your wall of privacy
  - Other's walls of privacy
  - Sharing and taking part
  - Big Brother, Big Sister systems
  - Emotional release
  - Hostility
  - Affection
  - Compassion for others
	- Psychological needs
	  - Group therapy and free expression
	  - Provide a place for private expression of emotions
	  - Create situations where man-to-man (or woman-to-woman) talks can be used to clear the air for better understanding
	  - Discuss value of your property to you; of other's property to them
	  - Set up a situation in which sharing of time, work, fun, talent and/or ideas is necessary in order for project to be a success
		- Psychological needs
		  - Social Worker
		  - Psychologists
		  - Doctor
		  - Nurse
		  - Dentist
		  - Film
		  - "Psychological Differences of the Sexes"

ADDITIONAL SUGGESTIONS:

CONTENT	SUGGESTED ACTIVITIES	RESOURCE
- Eating habits - Speaking habits - Proper tipping - Social distance - Common courtesy	- Eat out publicly - Expose to good habits; have a luncheon (invite a stranger)	- Those more capable help those less capable. Be understanding within the class. - Volunteers working with students
- Self-Imagery	- Self-photographs	

GENERAL OBJECTIVE:

- To demonstrate to, and with, students that we show how we feel about ourselves by the way we look and how we care for ourselves.

CONTENT	SUGGESTED ACTIVITIES	RESOURCES

- Importance of being well-groomed (total look)
- "To be alive is to be neat"
	- What is well-groomed look?
	- Who do you know who looks well-groomed?
	- Discuss impressions of the visitor's appearance
	- Evaluate as:
	  - Prospective employer
	  - Boy or girl looking for a date
		- "Stage" a demonstration in classroom by inviting two students to come in informally, unannounced, one well-groomed and one poorly-groomed.

- Facial expression	- Cut out from magazines or sketch life-size ovals of faces representing "pleasant" expressions. Cut out or sketch "unpleasant" expressions. Mount these on cardboard with brads fastened to back so they may be held up by students. Each student can take a turn. (This could evolve into a play--"How do you feel when you see this face?").	
- Poise and posture	- Invite a model to speak and demonstrate good-grooming. To talk with girls and boys and demonstrate basic skills: - How to walk, sit, get in and out of car, walk up and down stairs, etc. Practice and set up good and bad examples.	- Wendy Ward, Montgomery Ward - Sears - Physical education teacher, model or former model in the community - Personal pictures of girls and boys, slides

	- Modeling workshop--preparation for fashion show - Model to review the professional secrets of poise; walking, turning, etc. - Wardrobe selection for the "total look" (includes foundations)	
- Exercise--figure control	- Organize an exercise and diet club with discussion of menu choices for breakfast, school cafeteria menu, dinner, snacks, etc. - Integrate figure control and diet with meal preparation unit on low calorie foods - Develop a daily exercise routine and have teacher or student-leader run through a warm-up at beginning of class	- National Dairy Council - Posture teaching aids for girls - Club 15--Campbell Soup Co. - Children fat - Canadian Air Force Guide
- Hands and Nails - Cosmetics	- Pictures cut from magazines to show well-manicured hands - Describe how to shape, clean, remove hangnails, push cuticle, etc. - Practice with every hands--giving a friend a manicure, then self - Have a contest between students (nail-biters and others) to determine greatest amount of improvement in appearance over a period of time. Some reward could be used (new bottle of polish). - Pedicure--bathing, drying the feet, pushing back cuticle, etc.	

- Teeth	- Importance of teeth to health - Chewing food--gums and soft tissues of mouth - How to brush properly--dental floss - When to brush - Importance of visits to dentist - Cleaning breath - Various specialities in dentistry--orthodontist, periodontist--to explain special needs of some dental conditions--for interest, understanding of others, and for future reference - Importance of keeping natural teeth throughout life--false teeth - Choosing foods which are good for teeth care, health, and cleaning--carrots, celery, apples, etc. - Rinsing with water to remove food particles when cannot brush - Demonstrate tooth-brushing. Provide free brushes and practice time--after-lunch brush period--"How does the mouth feel when clean?"	- Charts from Colgate - Visit from dental hygienist with charts, films, demonstration - Clinic visit--pre-school dental clinic - Visit to dentist office - Film list available from American Dental Society - Check with local orthodontist to borrow dental impressions, charts, trays, etc. - Dental Society may be able to provide sample brushes and dentifrice
- Cleanliness - Body cleanliness - Deodorants--function and necessities - Shaving underarms and legs	- Leading library of various products, especially deodorants. Students check-out for 3-5 days; evaluate and report findings to the class. - Use both safety and electric shavers for hair removal - Demonstrate and have class members use a depilatory--discussing safety precautions	- Area pamphlets - Product samples and specimens - Films - "Good Looks" by Dial Soap - "Dial-Good Grooming"

- Menstrual cycle and menopause - Symptoms evident of body change	- Purchasing, use, and disposal of personal sanitary supplies in public places - Close examine a variety of products	- Nurse - Notes--resource unit for retarded - Compose materials - Films - "It's Wonderful Being a Girl" - "Always a Woman" - Anatomy models
- Makeup - Skin - Face - Coloring - Cleanliness--oily, dry, normal, etc. - Acne--pores	- Wash face with soap and water, then use cleansing cream and tissue - Invite cosmetologist to class to demonstrate and discuss care of skin - Look at a variety of skin care products, trying different ones - Use cardboard cut-outs showing facial shapes. Analyse your facial shape and skin condition - Try a variety of colors in makeup with different colors of clothing. Which colors are best for you? - Practice removal of makeup	- How to Wash Your Face by Cutisure, Inc., Batavia, Ill. - Proctor and Gamble has produced excellent material which can be used to make transparencies or duplicated
- Hair - Cleanliness - Styling--cutting	- How to shampoo--show how to wet hair, working up a good lather, rubbing with fingertips, rinsing well, etc. - Using good shampoo--demonstrate using soap on one person and shampoo on the other; showing dullness from soap - If possible, use creme rinse (can afford to buy?) - Use shampoo stating for dry or oily scalp. If person has oily or dry scalp, show difference in pictures from magazine. - Visit Beauty School	

	- Do each other's hair - Bring in pictures of different styles of hair showing shapes of faces - Cutting the hair to the length or likes of the individual - Stress safety factors - If you are working around machines, show need for having hair up or away from face - If working around food, the need of hair net to prevent falling hair	

USE OF LEISURE TIME

GENERAL OBJECTIVES:

- To identify and to participate in constructive leisure time activities, both as individuals and in groups.
- To demonstrate that social skills, in the use of leisure time, help build confidence and self-esteem.
- To identify with students' leisure time activities that can carry throughout a lifetime.
- To demonstrate that family ties can be strengthened through creative use of leisure time.

CONTENT	SUGGESTED ACTIVITIES	RESOURCE
- Time for listening and looking	- Listening to records and tapes - Travelogs - Identifying movie ratings and going to movies - Reading TV Guides and watching TV - Looking at pictures - Reading and looking at magazines - Phoning friends	- Records - Tapes - TV and movie guides - Theaters - Good Magazines - Sports and fashion magazines - Funny-books

- Volunteer work - How to do it	- Volunteer programs - Teacher aides or helpers - School car washes and community cleanups - River cleanups - Church work	- School - Community

- Seasonal activities
  - Winter and summer camping
  - Resorting
  - Trips
  - Fishing
  - Hunting
	- Plan and carry-through camping trips:
	  - Food
	  - Finding a place to eat
	  - Planning and preparing food
	  - Clothing
	  - Shelter
	  - Housekeeping
	  - Safety
	  - Recreation
	  - Hiking
	  - Ecology
	- Learn about survival techniques
	  - Wild edible foods--mushrooms berrys, etc.
	- Walking trips
	- Restroom door terms
	- Equipment and processes used
	- Social conduct
	- Fish and game laws
		- Printed guides
		- Scout leaders
		- Water safety resource people
		- Conservation Department
		- Local enthusiasts and recreation facilities

- Gardening	- Vegetable garden - Bee gardens - Pot gardens - Flower arrangement - Wild dry-flower arrangement - Bird feeders and birdbaths to tend	- Books - Garden clubs - Extension service
- Sports - Preparation before going--learning rules, dress, and conduct	- Boating - Swimming - Skiing - Scuba diving - Snowmobiling	- Community

	- Tobogganing - Sliding - Bowling - Football - Baseball - Bicycling - Basketball - Golf - Tennis - Pool - Roller skating - Track meets - Dancing, folk dancing - Lawn games--horseshoe, etc. - Shuffleboard	
- Games and puzzles -Improves eye-hand coordination and other skills	- Table games - Chess - Checkers - Scrabble (called Jr. Scrabble for younger readers) - "Pay Cashier" - "Score 4" - Jigsaw puzzles - Card games	- Games and puzzles
- Collecting	- Pictures of famous people - Pretty pictures - Going to an auction-bidding - Going to a flea market - Going to a garage sale - Going to a secondhand store - Books, matchbook covers, pencils, shells, etc. - Arrangement of collections and showing collections - Refinishing furniture - Dolls and doll houses - Puppets	- Community - Finding and using "want-ads"

- Hand skills and crafts	- Quilts and quilting
	- Mosaics with stones and seeds
	- Collages
	- Yarn pictures
	- Knitting
	  - Afghans
	  - Clothing
	- Embroidery
	- Braiding
	- Crocheting
	- Simple clothing construction
	- Paper crafts
	- Embroidery paint
	- Ceramics
	- Painting
	- Rug hooking
	- Weaving
		- McCall's Needlecraft
		- Pack-of-Fun
		- Workbasket Magazine
		- Family Circle
		- Grade School Teacher
		- Golden Books
		- American Home
		- Better Homes and Gardens, etc.

- Organized groups	- Scouts - Campfire - Extension--4-H - Church work	
- Cooking and eating	- Candy making - Cookie baking - Cakes to make - Parties and party planning - Pizza parties, record parties, etc. - Popcorn - Finding a place to eat while traveling	

ADDITIONAL SUGGESTIONS:

- A youth group, such as "Teens Aiding the Retarded", could sponsor a party at a member's home, preferably with a recreation room. Everyone could bring a favorite record. Learn a new popular dance. Students invited to party should learn to properly convey verbal thank you's to the host or hostess. Written thank you's may also be in order.
- Invite a physical education group in to have a "fun time" of carry over games and activities with a cross section of age levels and interaction. (Clubs are great here.)

- Camping experience using facilities of the school district or private camp. Three-day or overnight trip with pre-teaching and planning of meals, work stations, recreational activities, nature and safety instruction (heating or cutting firewood safety).
  - Camping facilities--permanent camp, if possible
  - Food supplies--donation, surplus, and food purchased from fees
  - Equipment for recreation--loaned
  - Transportation--provided by school district or fees, if necessary
  - Demonstrations--knowledgeable people donate time to discuss boat safety, setting up tent, etc.

FOOD

[illegible]

Co-Chairmen:

Brinkhorst, Herman
Dearborn, Michigan

Chaffin, Sue
Athens, Michigan

Bush, Marion
Kalamazoo, Michigan

Chase, Eleanor
Kalamazoo, Michigan

Bradsby, Evelyn
Muskegon, Michigan

Duff, Mildred
Georgia, Michigan

Elsa, Dorothy
Alpena, Michigan

Hallenbeck, Ilene
Georgia, Michigan

Hooper, Lillian
Wallace, Michigan

Williams, Cleghorn
Ferndale, Michigan

Wood, Lorraine
Muskegon, Michigan

INTRODUCTION

The following is a suggestion for a complete program adaptable to junior and senior high programs. The curriculum is experimental and evolutionary and should be based on the individual needs of the student population. The purpose is to establish a meaningful link between the school program and the adult world for young adults with learning disabilities. Repetition is encouraged.

FOOD CURRICULUM GUIDE

"He Who Dares to Teach, Must Never Cease to Learn"

I. PREPARATION FOR WORLD OF WORK

- A. Personal Grooming
  - 1. Hair
  - 2. Fingernails
  - 3. Uniforms
  - 4. Washing hands
  - 5. Neatness
- B. Attitudes
  - 1. Politeness
  - 2. Pleasantness
  - 3. Smile
  - 4. Friendliness
  - 5. Pride in work
- C. Cooperation
- D. Safety
- E. Sanitation--Reasons for Inspection
- F. Appropriate Work Habits
  - 1. Clean and neat kitchen
  - 2. Organization
- G. Punctuality and Regularity--Learn to Punch a Time Clock

II. IDENTIFY EQUIPMENT AND TOOLS

- A. Accurate Measuring
- B. Follow Directions
- C. Read a Recipe
- D. Terminology
  - 1. Kitchen vocabulary (trade English)
  - 2. Glossary

III. MEAL PLANNING

- A. Basic 4--Balanced Daily Meals
- B. Shopping
  - 1. Identify meats, fish, poultry
  - 2. Identify fruits and vegetables
- C. Getting Most for Money
  - 1. Pricing and making change
  - 2. Where to buy--small store versus large store
  - 3. Labels and newspaper advertisements
  - 4. Budgeting
    - a. Seasonal purchases
    - b. Cash
    - c. Credit
  - 5. Proper food storage

IV. [illegible]

A. Appetizers
B. Beverages
C. Breads
   1. Quick
   2. Yeast
D. Cakes and Frostings
E. Cookies
F. Pies and Other Desserts
G. Egg Cookery
H. Meat, Fish and Poultry
I. Salads
J. Soups
K. Casseroles
L. Vegetables

V. [illegible]

A. Breakfast
   1. Light
   2. Medium
   3. Heavy
B. Luncheon
   1. Hot
   2. Cafeteria
   3. Quick and easy (for working mothers)
C. Dinners
D. Suppers
E. Outdoor Cooking
   1. Picnics
   2. Camping
F. Entertaining--Parties
G. Miscellaneous Snacks

LAUNDRY ACTIVITIES

I. [illegible]

A. Shopping
B. Restaurant

II. [illegible]

III. [illegible]

IV. [illegible]

V. [illegible]

A. By Students
B. By Teacher
C. By Guests

VI. [illegible]

VII. [illegible]

A. [illegible]
B. [illegible]
C. [illegible]
1. [illegible]
2. [illegible]
D. [illegible]

VIII. [illegible]

A. [illegible]
B. [illegible]
C. [illegible]

IX. [illegible]

X. [illegible]

[illegible]

I. [illegible]

A. [illegible]
1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
B. [illegible]
1. [illegible]
2. [illegible]
a. [illegible]
b. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
C. [illegible]
D. [illegible]
E. [illegible]
1. [illegible]
2. [illegible]
F. [illegible]
1. [illegible]
2. [illegible]
G. [illegible]
H. [illegible]
I. [illegible]
J. [illegible]
K. [illegible]
L. [illegible]

K. Food Advertising
K. Delivery Service

II. [illegible]

A. Student Nee Ded Home Training--Teacher Will Reinforce Employee
B. Vocational-Rehabilitation
C. Team Member

RECIPES FOR EACH INTEREST

These recipes are presented as examples only. Each student should be encouraged to supply favorite family recipes--make his own cookbook.

[illegible]'S COCKTAIL:

1 Glass Orange Juice
1 Beaten Egg Yolk
1 Teaspoon Honey

> Shake

Drink or freeze in dixie cups for shelter

[illegible]:

Press 1 lb. hamburg into an oblong dish. Salt and pepper lightly. Cover with 1 can Mushroom Soup. Add 1 can of onion rings. Place frozen tators side-by-side on soup. Bake 350° for 35-45 minutes.

[illegible]:

Brown well 1 lb. ground beef then add the following:

1 Clove Garlic
1 Tablespoon Parsley Flakes
1 Teaspoon Basil
1½ Teaspoons Salt
1 - 1 lb. Can (2 Cups) Tomatoes
2 - 6 oz. Cans (1½ Cups) Tomato Paste

> Simmer uncovered 45 minutes

Mix well:

2 - 12 oz. Cartons (3 Cups) Cottage Cheese
2 Beaten Eggs
2 Teaspoons Salt
¼ Teaspoon Pepper
2 Tablespoons Parsley Flakes
½ Cup Parmesan Cheese

Cook 20 oz. package of lasagna noodles. Rinse in cold water.

Place half the noodles in a 13"x9"x2" pan. Spread half of the cottage cheese mixture over the noodles. Add ½ lb. Mozzarella Cheese (sliced thin) then half of the meat mixture. Repeat layers--meat mixture on top! Bake in moderate oven (375°) for 30 minutes.

INDIVIDUAL PIZZA:

1 Can (10) Prepared Biscuits
1 Can Pizza Sauce
½ lb. Ground Beef
5 Smokies (Smoked Sausage)--½ for each biscuit
Mozzarella Cheese
Parmesan Cheese

Flatten biscuits on a lightly greased cookie sheet (about 5" diameter). Place about 2 Tablespoons pizza sauce on each biscuit. Arrange pieces of hamburg and slices of smokies on each. Sprinkle with both kinds of cheese. Bake at 425° for 10 minutes.

MUNCH CRUNCHIES:

Number of servings--40

1 - 6 oz. Package Semi-Sweet Chocolate Bits
1 - 6 oz. Package Butterscotch Bits
2 - 3 oz. Cans Chow Mein Noodles
1 Cup Peanuts

Melt chocolate and butterscotch bits in a double boiler. Add noodles and peanuts. Stir until noodles are coated. Remove from heat. Drop by teaspoon on wax paper.

GRAHAM CRACKER TREATS:

1 Cup Brown Sugar
1/4 Cup Oleo or Butter
1/2 Cup Nuts

Cream sugar and butter together. Add nuts. Spread on Graham Crackers and place under broiler until melted.

RECOMMENDATIONS

Special Education college curriculums require a course in Home Economics and Industrial Arts.

All education students take a course in Special Education.

RESOURCE MATERIAL

PEOPLE:

- Home Service Departments of Local Electric and Gas Utilities
- Food Managers--Restaurant Owners
- Chefs
- Commercial Bakers
- School Cafeteria
- Local Grocery and Meat Markets
- National Restaurant Association
- Michigan Restaurant Association

TRANSPARENCIES:

- 3M Company
  Minneapolis, Minnesota

FILMSTRIPS:

- "Breakfast for B. J."
  Pillsbury Company
- "Sandwiches Please"
  Wheat and Flour Institute

RECORDS:

- March music for personality and poise

KITS:

- Canning Food
  Ball Canning Company
  Muncie, Indiana

MAGAZINES:

- Family Circle
- Woman's Day

BOOKS:

Barclay, Marion; Champion, Frances Teen Guide to Homemaking McGraw-Hill, New York, New York, 1967.

Briethaupt, Herman Commercial Cooking-An Instructional Guide for the Hospitality Industry 7833 Kentucky, Dearborn, Michigan.

Lerner, Lillian; Moller, Margaret The Millers and Willie B., Butcher, Baker, Chef Follett Publishing Company, Chicago, Illinois, 1965.

Reiff, Florence Steps in Home Living Bennett Company, Peoria, Illinois, 1966.

Shenk, Dorothy, et.al. Guide to Modern Meals McGraw-Hill, New York, New York, 1970.

Spitze, Hazel; Hotz, Patricia We Are What We Eat Steck-Vaughn Company, Austin, Texas, 1966.

Snyder, Richard V. Cake Decorating for Fun and Profit

Weaver, Ann Planning Meals and Shopping Pearon Publishers, Palo Alto, California, 1970.

Perkins, Wilma Lord The Fannie Farmer Junior Cookbook Little, Brown, and Company, Boston, Massachusetts, 1942.

Crocker, Betty New Boys and Girls Cookbook Golden Press, New York, New York, 1965.

Crocker, Betty New Good and Easy Cookbook Golden Press, New York New York, 1965.

Michigan Bibliography of Resource Materials for Training in Home Economics Related Occupations Michigan Department of Education, Lansing, Michigan, 1968.

Goldenthal, Allan B. The Teenage Employment Guide Simon and Schuster, New York, New York, 1969.

CLOTHING

GROUP PARTICIPANTS

Co-Chairmen:

Babcock, Emma
Hutchinson, Michigan

Saunders, Dorothy
Harrison, Michigan

Adair, Mary
Muskegon, Michigan

Christian, Susan
Muskegon, Michigan

Hottenga, Elizabeth
Muskegon, Michigan

Hyman, Bedrosa
Royal Oak, Michigan

Kehoe, Doris
Bronson, Michigan

Meier, Cheryl
Muskegon, Michigan

Rose, Patricia
Bronson, Michigan

Smith, Ruth
Atlanta, Michigan

INTRODUCTION

First impressions are usually lasting impressions and good total personal appearance is a primary means of creating a lasting, positive memory of ourselves in others. Unkept shoes will easily create a poor memory image of an otherwise well-groomed person. Similarly, dirty or ill-kept fingernails may become the single most remembered characteristic of a person.

We are prone to remember longest the most different feature of a place, thing,---- or person. The Tower of Pisa is remembered, primarily, because it leans, not because it is architecturally outstanding. A meticulously clothed young lady may be best remembered because of poor makeup techniques.

When coming before prospective employers, it is tremendously important that Educable Mentally Retarded persons present their best total appearance.

PERSONAL APPEARANCE

I. GROOMING

A. Body Cleanliness
1. Daily schedule
a. Types of bath--sponge, shower, tub, sauna
b. Face, hand and nail care
c. Teeth care and mouthwash
d. Care of hair
(1) Brushing and combing
(2) Hair styles
e. Grooming aids
(1) Essential
(2) Non-essential
(3) Makeup
2. Weekly schedule
a. Tub or shower bath (complete bathing of body)
b. Shampoo as necessary--care of hair equipment
c. Hair removal--legs and underarms
d. Clipping and filing of nails (finger and toe)
3. Other routines
a. Health, exercise, rest and diet
b. Haircuts and styling
c. Dental checkups
4. Personal hygiene
a. Female external organ cleanliness (including menstruation)
b. Male organ cleanliness (use resource person)

II. CLOTHES SELECTION

A. Choosing for the Individual
1. Color
2. Style
3. Line
4. Size
5. Select "mix and match" clothing
6. Brand names--look for and recognize
B. Choosing for Easy Care
C. Dressing for the Occasion
1. Weather
2. Age
3. Employment

SELECTION, CARE AND STORAGE OF CLOTHING

I. EXAMINE FOR QUALITY

A. Reading Labels
B. Seam Construction
C. Fabric Weave

D. Fabric finishes
E. Seams
    1. Stitching
    2. Depth
F. Fitmanlogs
    1. Washable
    2. Suitable
G. Zippers, Buttons and fasteners
H. Linings

II. DRESS AND HABIT

A. Basic Dress
B. Tailored and Fancy
    1. Outer garments
    2. Under garments
C. Fashions and Fads
D. Accessories
E. Footwear

III. CARE OF CLOTHING

A. Laundering
    1. Hand washing
    2. Machine
        a. Sorting
        b. Spotting
        c. Stain removal
    3. Methods of drying
    4. Ironing
        a. Match dial to fabric
        b. Care of iron
        c. Safety precautions
B. Laundry Equipment
    1. Necessary vocabulary
    2. Laundry aids
    3. Operation of
    4. Comparative costs of aids and equipment
    5. Safety
C. Dry-Cleaning
    1. Types of garments
    2. Types of dry-cleaning
    3. Extra cost

IV. STORAGE

A. Daily
    1. Put soiled clothes into washing
    2. Hanging
    3. Folding
B. Seasonal
    1. Winter clothes
        a. Cleaning and airing before storing
        b. Moth proofing

c. Methods of cleaning
d. Space for storage
(1) Dry
(2) Away from sun

2. Summer clothes
a. Clean but not ironed
b. Away from dust, moisture and sun
c. Space

BUDGET

I. FAMILY CLOTHING BUDGET

A. Understand Sharing of Family Money
B. Altering and Personalizing Used Clothing
C. Repair Versus Discarding
D. Upkeep

II. PERSONAL NEEDS

A. Amount of Basic Wardrobe
B. Quality Versus Quantity
C. Necessities Versus Waste
D. Upkeep of Clothes
E. Grooming Products
F. Non-Usable Items Should be Discarded

III. RUTHLESSLY

A. Reading and Understanding Labels
B. Guarantees
C. Determing Costs
1. Taxes
2. Shipping charges
3. Charge accounts
4. Lay-away
D. Comparison Shopping
1. Prices and quality
2. Catalog houses
3. Cost and time to return catalog items
4. Ready-to-wear stores
5. Discount stores

IV. CATALOG KNOWLEDGE

A. Use of Index
B. Determine and Use Size Charts and Size Ranges
C. Understand Glossary of Terms (Index Section)
D. Understanding Description
E. Making Out an Order
F. Calling in an Order
G. Use Reputable Catalog Companies

CLOTHING CONSTRUCTION

I. ACQUISITION OF TOOLS

II. USE AND CARE OF TOOLS

III. MAKING TOOLS

- A. Pin Cushion
- B. Measuring Gauge
- C. Pressing Equipment

IV. USE AND CARE OF EQUIPMENT

- A. Actual Operation of Sewing Machine
  1. Practice on paper without thread
  2. Threading top of machine
  3. Threading bobbine
  4. Practice on fabric scraps
  5. Safety measures
- B. Cleanup

V. ACTUAL PROJECTS

- A. Principal Projects
- B. Neck Scarves
- C. Bishop Aprons (No Gathering)
- D. Simplicity Super-Simple Skirt
- E. Simple Baby Layette Items
- F. Children's Play Clothes
- G. Washcloth Slippers
- H. Pillowcases

LEISURE TIME ACTIVITIES

I. KNITTING

- A. Machine
- B. Hand

II. LIQUID EMBROIDERY

III. EMBROIDERY

IV. BRAIDING RUGS

V. CROCHETING RUGS

VI. CROCHETING PERSONAL ITEMS

[illegible]

I. [illegible]

   A. Handling
   B. Ironing
   C. Washing

II. [illegible]

   A. Washing
   B. Ironing

III. [illegible]

   A. Shortening and Lengthening
   B. Changing Sleeve Lengths
   C. Turning Shirt Collars
   D. Shortening Trousers
   E. Altering the Size of Men's Trousers

IV. LAUNDRIES

V. DRY CLEANING PLANTS

VI. STORE BUY TO CLOTHING STORE

VII. CUSTOMERS JOBS IN LAUNDRIES, DRY CLEANING PLANTS, AND STORES

BASIC TERMINOLOGY

Words from the following glossary should be selected by the Home Economics Teacher for a particular unit that she plans to teach. This list can be given to the Type A Teacher to be taught in the child's homeroom prior to the teaching of the unit. We would suggest the use of flash cards.

- Teacher's aide might make them and help the child to learn them. Be sure that the printing is done in the form that the child is used to.
- Games using flash cards can be developed.
- They can be used at various learning levels.
- More progressive students may help the less progressive.
- These words may also be programmed for the Language Master.

Each teacher should add words to or delete words from this list as she sees fit.

CHEMICAL VOCABULARY:

acid	enzyme	bath oil
anti-perspirant	bath	bath powder

beautiful
beauty
blackheads
blemishes
breath
brush
church
cleanliness
clean
comb
cosmetics
costume
dances
dandruff
dark
dentist
deodorant
depilatory
diet
doctor
ears
emery board
exercise
eyebrow
eyelash
eye makeup
eye tweezer

face cloth
fair
fingernail
fishing
gums (teeth)
habits
hair
health
holiday time
light
lips
lipstick
makeup
manicure
manners
manufacturing
mouthwash
nail clipper
nail file
nails
neck
occasions
odor
perfume
perspiration
pimples
posture

face cloth
fair
fingernail
fishing
gums (teeth)
habits
hair
health
holiday time
light
lips
lipstick
makeup
manicure
manners
manufacturing
mouthwash
nail clipper
nail file
nails
neck
occasions
odor
perfume
perspiration
pimples
posture

powder
razor
rest
rinse
sanitary belt
sanitary napkin
sauna
school
scrubbing
shampoo
shaving
skin
soap
sports
spray
style
teeth
toilet tissue
toothbrush
toothpaste
towel
tulip
washcloth
water
wrap

CLOTHES SELECTION VOCABULARY:

accessories
apparel
athletic supporter
attractive
average
bag-low
bathrobes
becoming
belts
blouse
boots
bra
bracelets
briefs
cap
checks
cloth
coat
cotton-resistant
dress
duster
fabric
fad
fiber

fit
girdle
gloves
half-size
hat
hosiery
jewelry
jacket
jersey shorts
jumpsuit
junior
large
length
lingerie
loose
measure
medium
millinery
blouse
mittens
nightgown
nylon
shoes

accessories
overnight
oxfords
paisley
pajamas
panties
pant-hose
pants
pant-suit
petite
plaids
plump
polka-dot
prints
proportion
purse
shirt
shoes
short
shorties
shorts
shrink-resistant
stockings
store

assignee
audit
sweater
cell
channel

treatment
consumers
T-shirt
nutrient
underwear

wool
water
weave
width

LAUNDRY VOCABULARY:

bleach
coin-ops
cold water soap
colored
concentrate
cycle
deodorize
detergent
distilled
dry
dry-clean
dryer
easy care
enzymes
fade
fold
granules
hard water
heavy

hot
hot water
iron
ironing
laundromat
laundry
light
liquid
machine
medium
minerals
oxygen bleach
pellet
permanent press
pollution
presoaking
repellency
sanforized
shrinkage

soap
soiled
spray
stain
starch
steam
suds
synthetic
tablet
temperature
wash
washing
washing compound
wash n' wear
white
wringer

CLOTHING CONSTRUCTION VOCABULARY:

sleeve
attachments
baste
bobbin
bust
button
clip
closure
collar
cotton
curve
cut
dart
ease
fastener
fit
gather
grade

grain
hand sewing
hem
hip
hook and eye
lace
length
linen
machine
materials
needle
nylon
pattern
pin
placket
pleat
polyester
seam

saw
shank-buttons
sheers
shorten
sleeve
snap
stitch
stretch
tape
test
thimble
thread
torn
trim
waist
zipper
zipper foot

SPECIAL ADAPTATION TECHNIQUES

GROOMING AND PERSONAL APPEARANCE:

- Salt may be used as a mouthwash. Compare results in a science project, using the science teacher as a resource person.
- Baking soda or salt may be used as aids for brushing the teeth.
- Contact all major insurance companies for booklets on personal grooming. Enough copies may be secured so that each girl may have her own.
- Contact Avon or other cosmetic demonstrators in your area for free posters, booklets, and samples. If you feel that they are qualified, ask the dealer in for a demonstration project as a resource person.
- Use cornstarch to prevent chafing and to eliminate body odor, including under the arms.
- Teach them to melt bar soap for use as a shampoo. Do actual shampoos in the class. Compare the results of shampoo versus our recipe.
- Kimberley Clark Company has a booklet on menstrual hygiene available for the mentally handicapped girl. Council with parents and the special education teacher before use, as the words Mentally Retarded are printed on the cover.
- Lady Schick razors for class demonstrations are available free for classroom use. Compare the three methods of hair removal. Teach the safety precautions necessary in the use of razor blades and the cost involved in the use of depilatories. Compare how long each method will last before we must shave again.
- Use a camera for before and after pictures of grooming appearance. Make posters of them so they may be taken home. (Obtain parental permission if any pictures of the mentally handicapped child are to be displayed.)
- Demonstrate actual ways they may wash and clean their brushes, combs, and rollers with ammonia, baking soda, and other home products which have worked successfully. Have each child clean his own items.
- Makeup kits--use coffee cans, shoe boxes or bleach containers to decorate and then use in their homerooms or special education room to store essential products in.
- Make a hair roller container out of bleach bottles; decorate with various methods, including liquid embroidery, felt scraps, fabric or contact paper. A drawstring may be used to carry it more easily.
- Use school public health nurses, social workers, physical education teachers, Community Action Area Representatives and Home Management people as resource people, both in classroom situations and as contacts and information sources in working with parents.
- Use catalogs and magazines to make posters of what to wear and when.
- Posture--practice actual sitting, standing and walking correctly, in front of mirrors, in small groups.
- Use charts to demonstrate effective exercise necessary for good personal appearance and health. Do actual class exercises, using the physical education instructor as a resource person when feasible.
- Bulletin display exhibit--Tools for Good Grooming--have them trace, cut out and reproduce on paper the common carpenter tools. These are to be put on the bulletin board. On a table in front are arranged the tools essential in establishing good grooming.
- Be sure to use all resource materials to get additional ideas.

SELECTION, CARE AND STORAGE OF CLOTHING:

- Parent education--send home stain removal chart available in "Steps in Family Living" listed on the resource list.
- Carry out actual simple stain removal projects in class.
- All soap companies have a kit on laundry units, parts of which are adaptable for special education students.
- Use various commercial products which advertise removal of certain stains; compare results. Example: grease spots.
- Make and display large posters on basic care of equipment. Example: irons.
- Contact local dry-cleaners for Fabric Care Handbook from the N.I.L.D., which he may let you borrow to discover ways of caring for new fibers and fabrics.
- Storage--have an assortment of various types and sizes of clothing to actually practice hanging the different types of clothing.
- Proper storage of overshoes, hunting clothes and practical clothing, necessary for his or her future occupations and leisure time, should be demonstrated.
- Use largest size of detergent boxes to be used for storage as well as personal hampers. These may be decorated as an art project in the special education homeroom.
- Make gifts for others using largest size detergent boxes as hampers.
- When taking field trips, concentrate on one or two major ideas rather than a variety of lessons incorporated into one trip.
- Field trips to laundromats, at the end of a laundry unit, to see and use the things that have been discussed in the classroom.
- When going on field trips use sufficient adult supervision, depending on the level of teaching and the manner of the field trip.
- Teacher aides, parent volunteers, grandparents, and special education teacher might be used as chaperones. Possibly your guidance counselor or other resource persons interested in the welfare of the mentally handicapped children could be invited to go with you and to observe children outside of their structured school environment.
- Interstate Printers have colored bibs for color-typing, which can be purchased in sets. Use mirrors, work in 2's or 3's to get reaction of other persons in helping child to determine his or her best colors.
- Use catalog in variety of ways, including ordering. To begin with, use enlarged order blanks made on ditto masters to be used for practice before attempting the small spaces in catalog blanks.
- Ask for catalogs from each catalog center in your area and have your room be put on the mailing list of other companies not served in the immediate area.
- Make extensive use of labels by beginning a collection and having students and others collect for you. Also labels, as samples for teaching, are available free through some companies and industries.
- Use overhead projector to reinforce reading of labels. (See Procter & Gamble Laundry unit listed in resources.)
- Use ditto masters and enlarge forms of common shapes of labels. Have them actually make labels using the words you wish to be key words that they should know the meanings of.
- Have them stand in groups and explain their labels to the rest of the class.
- Make large mobiles of labels.

SELECTION, CARE AND STORAGE OF CLOTHING:
BUDGET:
(Necessary because of definite overlapping areas of selection and budget.)

- Bring in actual laundry products to do comparison shopping. Extensive measuring can, and should, be part of technique. Students actually measure or assist each other in this technique.
- Compare special soap products, advertised for hand washing, with cheaper types of soap, which advertise cold water hand washables. Example: Woolite versus Dreft.
- Samples and leaflets, with techniques, are available from Woolite and Stanley companies, which the students can use in class and should be encouraged to take home and try.
- Use brown paper shopping bags as your paper for tracing the outline of a sweater. Avoid newspaper with print, although unprinted newsprint may be used, in a teacher demonstration, for blocking a washed sweater.
- Set up a clothing store. Cut the pictures from catalogs. Use the children's and your imaginations to vary the project.
- Use school showcase to decorate and demonstrate how a store window may be trimmed and display its merchandise. Ask local department stores to cooperate in loaning you some of the necessary items.

BUDGETING:

- Use "envelope method" to teach basic ideas of managing their personal budgets. S&H Green Stamp Company will send you free envelopes to use and also booklets to teach the spending of money wisely.
- Consumer Power Companies, in your area, have staff Home Economists who will help in a variety of ways in the area of finances. Contact them early in the school year. They also have cartoon booklets on dryers and use of the equipment.
- County Extension staff people are a good source for materials for class use. They can also be used as resource people.
- The Ship and Shore Blouse Company has a free blouse available for classroom use, with leaflets to teach and reinforce ideas of examining for quality. See local clothing store for address of company.
- Arrange to borrow clothing from local stores for quality examinations. They usually are happy to loan for a limited length of time.
- Some local store managers may be willing to bring samples in and discuss with class. Clothing-party demonstrators may also be used as resource people.
- Allow child a certain amount of play money to spend in the classroom clothing store to build up a basic wardrobe.
- Plan a make-believe trip. Work with classroom teacher on coordinating geography lesson or transportation unit. Choose appropriate travel clothes for the trips.
- Teach packing a suitcase with the travel unit.
- In teaching darning socks, work with large colored yarn first, then use regular yarn. Be sure to match the yarn to sock, in the actual mending, so that thickness of material is approximately the same.
- Panti-hose can be cut off when one leg runs, if you teach them to buy the same brand, color, and size with which to repair it.

- Zipper repair--clip the bottom underneath teeth just above stop and rethread zipper, if broken at bottom. Stitch across bottom to hold in place of stop.

CLOTHING CONSTRUCTION:

- When making terry-cloth slippers, avoid cutting the cloth if possible. Avoid curved edges; replace with elastic.
- Use discarded home boxes; oatmeal, shoe boxes, ice cream containers, etc., for storing sewing tools.
- Use small cans; orange juice, etc., as tote cans to be used for small supplies at machine. Construction of these aids can be an art project in the special education room.
- Have them compile a minimal repair kit for child. The child should use it to repair his own torn clothing at school.
- Set up a repair service (clothing) in the Type A room for the rest of the school.
- The Viking distributor, in your area, will furnish school discount prices on sewing machines. There is one especially designed for handicapped. You can use their slow gear-driven machine at the most progressive stage and then move on to the regular power-driven machines.
- To begin teaching stitching straight lines, use paper with colored thread.
- Embroidery back-stitching can be taught in place of sewing machine, if you do not have access to a machine or the children lack motor coordination to handle one.

LEISURE TIME:

- Quilting--tying quilts can be a coordinated unit between the special education classroom and the home economics room. Good for motor coordination.
- Have a jewelry box, with broken and discarded jewelry, which can be obtained in a variety of ways; including other teachers and friends, from your local variety store, when he is changing inventory, and from the children themselves. These can be used for decorating and other art projects.

RESOURCE MATERIAL

Ohio Guide--In Between (1969)

Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

A curriculum guide for Home Economics teachers of students with special learning needs.

Forecast for Home Economics

Scholastic Publishers
Englewood Cliffs, New Jersey

This has a coupon cutting area in back. You can fill out and receive free aids and order other aids at minimal cost. (See your Home Economics teacher to order.)

Procter and Gamble Teaching Aids

P.O. Box 599
Cincinnati, Ohio 45201

These are available through a coupon clipped in the Forecast magazine mentioned above. Included are units on laundry, grooming, home care, cake selection, and fats and oils. They are complete teaching units with filmstrips and guides. They also include sheets which may be made into overlays for the overhead projector.

McCall's Patterns Educational Service

230 Park Avenue
New York, New York 10017

Includes all areas of sewing with a variety of free products and some low cost aids. Of particular interest are:

- Jumper Skimmer Pattern--includes charts, step-by-step instructions on individual sheets which can be made into overlays for the overhead projector.
- Sewing Is--this is an excellent cartoon series of sewing ideas which make an ideal introduction to a sewing unit. These can be made into overlays for the overhead projector.

Simplicity Pattern Book

Available through Forecast clipping service mentioned previously.

Especially good posters and pattern envelopes, styles and pattern information. Would recommend Super Simple to Sew Pattern for a Skirt.

Avon Cosmetics

Grooming aids and booklets, free samples, charts covering areas for both boys and girls. These are available from your Avon dealer.

Stanley Home Care Products

They are willing to share free samples of cold water soap for hand washing. Contact local Stanley dealer.

Snip, Clip and Stitch--Student workbook for a Clothing Construction Program (1969)

Parkinson Division
Follett Educational Corporation
Chicago, Illinois 60651 (See your school office for Follett catalog.)

Excellent simple techniques for overhead projector. Includes a teacher's manual.

Selected Free Materials for Classroom Teachers, Ruth H. Aubrey (1969)

Pearson Publishers
Palo Alto, California 94306

See appropriate curriculum topics.

Young Homemakers at Work

Pearson Publishers
2165 Park Boulevard
Palo Alto, California 94306

The first book in this much-needed series, Planning Meals and Shopping, is just off the press. This text-workbook is designed to help the educable mentally handicapped, the slow learner, the underachiever, and the culturally disadvantaged, male and female, learn to perform two basic homemaking tasks effectively.

Written and illustrated to appeal to teen-agers and young adults, the reading ability is only Grade 2.5 (Spache Formula).

Paper-bound, perforated pages, free teacher's manual, 8" x 11", 64 pages, $1.75.

Wash-In or Wash-Out

Home Service
The Maytag Company
Newton, Iowa 50208

Free laundry tips.

The Person You Are and The Money You Spend (2 books)

The Turner-Livingston Series
Follett Publishing Catalog

Written to deal specifically with the problems of culturally disadvantaged youth.

A Department Store in the Classroom

Catalog Order, Distribution and Planning Dept.
General Merchandise Offices and
Consumer Information Services
Sears, Roebuck and Co.
Chicago, Illinois

Filmstrips sent every Fall to classes in Home Economics through coupon service in Current.

The Care We Give our Clothes
You and Your Money
Where Does the Money Go
New Fabrics, New Clothes, and You

Steck-Vaughn Company
Austin, Texas

Excellent. In simple words and language with illustrations for slow learners.

Mind Your Money - When You Use Credit
Mind Your Money - When You Shop
Mind Your Money - When You Spend

Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Leaflets which are small, cartooned, and quite adaptable to the special education student.

Co-ed

Scholastic Publishers
Englewood Cliffs, New Jersey

Series on money management in areas of clothing selection, foods, home furnishings, general consumer education. Geared for general home economics classes, but easily adaptable for the mentally handicapped.

Related Occupations Text--SRA

Hard cover text and workbook geared on three reading levels (3, 6, & 9) with accompanying workbook, The Job Ahead.

Look in SRA catalog under reading levels or occupations.

Steps in Home Living, Florence M. Reiff

Charles Bennett Co.
809 Hamilton Drive
Peoria, Illinois 61614

General text for Home Economics slow learners.

FAMILY RELATIONS

GROUP PARTICIPANTS

Co-Chairmen:

Granger, Dave
Lansing, Michigan

Peterson, Margaret
Lansing, Michigan

Berry, Judith
Adrian, Michigan

Cunningham, Lauri
Adrian, Michigan

Irish, Carol
Pontiac, Michigan

Ishcandt, Pamela
East Lansing, Michigan

Palmer, George
Hillsdale, Michigan

Sweek, Gwen
Pontiac, Michigan

Teasley, Lynvia
Pontiac, Michigan

Zack, Ruth
Coldwater, Michigan

INTRODUCTION

There were ten persons working in the Family Relations Group. Eight teachers represented institutional settings and taught children in the junior high school age range. The majority of the group were trained as Special Education Teachers, although one person was certified in both Special Education and Home Economics.

Our objectives were to: (1) become acquainted as Special Education Teachers and as Homemaking Teachers, and explore ways to work together to provide a more effective program in Home Economics for the child with "special needs". (2) develop greater understanding of the child with "special needs", with emphasis on the educable mentally handicapped and the disadvantaged learner, (3) develop greater understanding of the impact of the handicapped child on family members and the possible resulting relationships, within the family, as well as the effect on the child, (4) explore needs and interests of these students, and their families, in the area of personal and family living, (5) explore ways to adapt teaching-learning experiences to meet the needs of students with "special needs" in separate classes or integrated into homemaking classes, (6) become acquainted with some available teaching materials, and (7) begin to develop some teaching units suitable for "special needs" students in the areas of personal and family living and child growth and development.

Considerable time was spent in developing a profile of the special education student, and his family, and exploring related areas of need and concern. Consideration of the disadvantaged child was included since a number of "special needs" students also come from disadvantaged family situations.

Each of the three half-days was divided so that a portion of the time was spent in presentation of information, followed by discussion, then group work in beginning to develop curriculum materials and the sharing of the suggested teaching-learning activities. Individuals examined teaching materials and the group viewed a limited number of audiovisual materials.

RESPONSIBILITY TO THE FAMILY UNIT

OBJECTIVE:

- To help students develop a system of values and support with the family through a better understanding of his role as a family member.

CONCEPTS AND GENERALIZATIONS:

- The child has two families, his personal family and his "away-from-home" family.
- Each individual family member affects and is affected by the family since life in a family involves an interplay of roles.
- Certain needs are basic in all human beings, e.g., the need to have a feeling of belonging.
- The human organism is an open, dynamic, system constantly taking in stimulation from its environment and constantly behaving in response to the environment.
- Parental reactions toward their children are influenced by their own experiences, the desire for their children to avoid mistakes and the pride and satisfaction received from the success of their children. The same might be said for teachers, except that they also need to look good to their superiors and this may also color their reactions.

OVER-ALL BEHAVIORAL OBJECTIVES:

- General objective:
  - To help students develop potentialities for living meaningful and satisfying lives.
- Specific objectives:
  - To increase understanding of self in the physical, emotional, social and spiritual areas of family living.
  - To develop a value system which will enable students to make wise choices in the areas listed above.

ATTITUDES TO BE DEVELOPED:

- An appreciation for the role of each family or group member with the feeling that each member is an important one.
- An appreciation for his own importance as a member of the family or group and his desire to contribute to its well being.
- A respect of the rights and privileges of others, including the right of ownership, privacy, etc.
- A knowledge that playing and working together helps family or group members to know each other better and strengthens the family or group as a unit.
- An awareness that one of the best ways to make new friends is to be friendly to other people.
- A feeling that each member of the family or group should be interested in the well being of every other member.
- An increased understanding of the social tensions caused by group living and some ways to eliminate or minimize these tensions.

- The knowledge that as a person becomes more responsible and dependable he can assume a more independent role in his family.

LEARNING EXPERIENCES AND MATERIALS:

- Pictures of family groups with discussion of the role of various members.
- Films dealing with emotional behavior of adolescents.
- Observations of class members for recognition of individual differences.
- Discussion of moral values (what is "right" or "wrong").
- Filmstrips showing different ways of reacting to different situations.
- Discussion with an attempt to get the students to verbalize generalizations of acceptable group behavior.
- Discuss individual's responsibility for developing self-help, self-control, and personal responsibility.
- Have students relate incidents from stories, films, etc. that show immature actions. Discuss what might have been better.
- Set up a regular lending service on such things as records, magazines, etc. which the children sometimes steal. Try to get them to generalize about property rights; how they would feel if something of theirs was taken, etc.
- Try to group the children for effective work situations. Discuss why some children cannot seem to get along; why some children always have friends, etc.
- List traits, good and bad, which affect life adjustment.
- Make a personal list of "do's" and "don'ts" for group and family living.
- Role-play "family situations" which illustrate growth, maturation, and responsibility.
- Learn the rules, as a means to better adjustment.
- Seek counseling for the children, if adjustment seems to be especially difficult.

EVALUATION:

- It is difficult to evaluate over a short-term period. However, each child might list at least one way he thinks he has improved, either in his family role or his group role. He should be able to cite an example of his change.

SAFETY

A Family Responsibility

Safety in the home is the responsibility of each member of the family. By working together and by being considerate of each other many safety hazards can be eliminated.

OVER-ALL GOALS:

- To help the child develop a feeling of responsibility towards others in the family.
- To help the child develop an awareness of some of the general safety precautions.

- To give the child an awareness of what action should be taken when an accident occurs.
- To help the child become aware of some of the common danger signs and their meanings.

GOALS AND ACTIVITIES:

- Goal:
  - Benefits of cooperation and consideration
- Activities:
  - Role-play a family situation with a careless member.
  - Have students bring newspaper clippings on accidents occuring in the home. Discuss how family cooperation and consideration could have prevented some of these accidents.
  - Discussion topics:
    - How is the rest of the family affected when one member has an accident?
    - How do we feel when another member has an accident?
    - How would we like other people to feel if we had an accident?
    - How could we help other family members become more aware of each other's safety?
    - How would your family be affected if everyone was more aware of each other?
  - Check the classroom for hazards.
  - What could be done in our own room to eliminate hazards?

GOALS AND LEARNING EXPERIENCES:

- Goal:
  - Knowledge of safety signs.
- Learning experiences:
  - Have the children tell about accidents that have happened to family members and themselves, and what they think might have been done to prevent them.
  - List common medicines on board and bring in bottles to show the signs and warnings.
  - Explain why the "skull and crossbones" are used on poison bottles and let them draw these.
  - Make a list of other things (besides medicines) that a child might get into around the house that could be dangerous.
  - Give a presentation of different types of safety signs (signs found by dangerous water, construction sites, etc.)
  - Make a list of things in the home that should have a safety label of some sort, and then have them make a label on pre-glued paper.
  - Have the children cut out signs to be displayed around the room or put in notebooks.
  - Safety Sign Bingo
- Goal:
  - Importance of everything being put away and kept in order.
- Learning experiences:
  - Discuss, and list, areas of the house that might be exceptionally hazardous and why (kitchen--hot pans, knives; sewing area--pins, scissors, etc.).
  - List what could be done to make the house safer.

- Have class make a list of all the things they found in their homes that are out of place and a possible hazard.
- Have a fireman come in and go over some of the fire hazards in the home.
- Towards the end of the day, have the children look over the room and see if there are any safety hazards.

- Goal:
  - What to do when an accident does take place.
- Learning experiences:
  - Collect together some of the different antidotes and liquids (cleaning agents, etc.) and go over some of the remedies for poisoning.
  - Take some of the different antidotes and taste them, then discuss what an antidote is supposed to do.
  - Make a list of people that the child should be able to contact in case of an emergency. Find out these telephone numbers and then have the child copy the information on a permanent card that he can keep.
  - Have a Red Cross person come in and go over some of the basic rules of safety.
  - Make an information sheet that might be needed while baby-sitting.
- Goal:
  - What are some of the hazards children encounter with traffic.
- Learning experiences:
  - Take the children on a walk and look for some of the things that could be hazardous then, later, list these and what could be done for prevention.
  - Have Safety Patrol boys tell what they have been taught to watch out for.
  - Have a policeman or a crosswalk guard come in and talk about traffic safety.

SEXUAL IDENTITY

The student needs to develop a sexual identity and to understand the role that he or she plays in society.

CONCEPTS:

- Some concepts related to developing a sexual identity are the following:
  - Physical similarities and differences between male and female.
  - Emotional differences and similarities between male and female.
  - Human reproduction (physiological aspects)
  - Animal reproduction
  - Childbirth
  - Dating
    - In groups
    - One-on-one
  - Abnormal sexual development
  - Anatomy
  - Venereal disease
  - Personal responsibility in relationships

- Love
  - Physical attraction versus emotional maturity
- Setting standards and decision-making.

LEARNING EXPERIENCES:

- These experiences may be used in combination for the above concepts:
  - Filmstrips
  - Records
  - Student-constructed bulletin boards
  - Role-playing
  - Student-written books and plays
  - Field trips to nursery, farms, kindergarten, high school, etc.
  - Television programs
  - Practicum experiences
  - Pictures and illustrations
  - Diagrams and posters
  - Use of commercial models and student-constructed models
  - Resource people
    - Nurses
    - Marriage counselors
    - Doctors
  - Commercial books
  - Student notebooks

EVALUATION:

- It is difficult for the teacher to evaluate the student. However, we must realize that what he learns does carry over into real life situations. The teacher may use simple written tests, taped tests or oral tests to lineal evaluation of the student.

UNDERSTANDING HOW TO LIVE HARMONIOUS IN A GROUP

BUDGET:

- Ownership.
  - Interactive responsibility of ownership.
  - Why do we need things of our own?
- Shared ownership.
  - Respecting the partnership.
- Care of other people's property

BUILDING RELATIONSHIPS:

- Between teacher and student
- Student and student
- Individual to group

FAMILY GROUP:

- Necessity of understanding parents' feelings about the child.
  - Love
  - Guilt, shame
  - Over-protectiveness
- Necessity of understanding child's feelings about the parent.
- Role of family environment.
  - Lower class
  - Middle class
  - Upper class
- School influence.
  - Importance of total concern.
  - Necessity of cooperation between home and school.

CHILD DEVELOPMENT

CONCEPTS AND GENERALIZATIONS:

- The characteristics parents want in a baby-sitter:
  - Someone really interested in their children.
  - Someone who enjoys children and wins their confidence.
  - Someone who is businesslike and responsible.
  - A person who does adjust to new situations and handles emergencies effectively.
- The ideal characteristics of a good sitter:
  - Understands age differences of children, enjoys being with them and playing with them.
    - Able to adjust to individual child's interests.
    - Has a sense of humor.
    - Helps child forget his parents are away.
    - Helps child relax and find useful work as play.
  - Takes baby-sitting as a serious job.
    - Prepares for the job.
    - Arrives promptly.
    - Sets up a businesslike arrangement with parents.
    - Remains calm in emergencies.
    - Asks for written instructions.
    - Reasons well
    - Stays on the job, feels and acts in a responsible way.
- There can be 3-way benefits to a baby-sitting situation:
  - The sitter.
    - An opportunity to learn about children and their needs.
    - Learns about being a reliable, trustworthy person that others would trust to care for their children.
  - The child.
    - Has opportunity to learn to adjust to someone other than parents.
    - A chance to show friendliness toward the sitter as someone he likes.
  - The parents.
    - Opportunity to have needed time together and with friends, or to relax away from the children's routine.

OBJECTIVES:

- Observation of children to learn how they act and change from one age to another.
- How to make friends with children and win their confidence.
- How one can become businesslike and responsible.
- How one can keep children safe while playing.
- To anticipate and know about possible emergency situations which can present frustration.

CONCEPTS AND BEHAVIORAL OBJECTIVES, CONDITIONED LEARNING EXPERIENCES AND EVALUATIVE PROCEDURES:

- To learn characteristics of different ages of children.
  - Observe brothers and sisters, or neighbor's children, for specific characteristics. Example: How does a toddler play? What age are they when they start to walk, to talk, etc.?
  - Bring pictures of yourself as a baby or young child. Have your parents "use" you as how old you were. The teacher can place the pictures on the bulletin board and have a "guess who and how old were you" contest.
- What are activities that young children like to do?
  - Make a picture collection of children in various activities with facial expression which you can identify as meaning happiness, crying, hurt, interested, etc. Discuss and put best one on a bulletin board.
- How does a baby-sitter go to a home and start getting acquainted with the children?
  - First, look and act friendly by smiling.
  - Tell them your name.
  - Join in their play, tell a short rhyme or sing a bit of a song.
  - Be there early enough so you have time to know them a while before parents leave.
  - Take a game or puzzle. Have a box or bag of inexpensive, homemade games, puzzles, etc. to offer the children to get their interest and attention. Example: Bean bag, picture puzzle from magazine picture, tape game, cardboard circles, etc.
- Things a sitter should do to be really businesslike:
  - Before accepting the job, make a check-list of things you want to know:
    - Number of children you will have charge of and ages.
    - Length of time parents will be gone.
    - Whether they can bring you home afterwards.
    - Tell them what rate of pay you expect and usually get.
    - If you have to be home at a certain hour, tell them you can only sit until that certain time.
  - After accepting an job.
    - Arrive early to allow time for instructions and getting acquainted.
    - Make a written list of mother's instructions for caring for the children. Include bedtime hour and where to sleep. Any eating allowed, where extra clothes are, etc.
  - Ask where and how things are in the house.
    - Lights, a flashlight in case electricity goes off.
    - How range works.

- How to regulate heat.
- What children are allowed to eat while parent is away.
- Any pets they have in the house.
- Have written list of telephone numbers.
- Where parents can be reached.
- Some friend or neighbor, in case parent cannot be reached.
- Doctor
- Police
- Fire
- What kinds of things a sitter should do on the job to be a responsible babysitter.
- Define responsibility.
- Define emergency
- Define rule.
- Make a list of emergencies which might come up while baby-sitting.
- Clip newspaper articles about things that happen to children while baby-sitters are in charge.
- Discuss how some emergencies could be handled, should they come up.
- Define and use "positive" suggestions.
- What things should a sitter avoid when baby-sitting.
- Make a list of things never to do when baby-sitting. Discuss.
- Never leave children alone.
- Don't sleep on the job.
- Don't open door to anyone you don't know
- Take a job only if you are well.
- Don't eavesdrop.
- Don't overuse the telephone, TV, or radio
- Don't snoop.
- Don't discuss things heard in other peoples' homes
- Role-play some of these things.

[illegible] ADDITIVE AND HOW ADDED TO THE EDIBLE ESSENTIALS ANALYZED CITIZENS

Jr. High Level

CONCEPTS:

- What is a drug?
- How do drugs act?
- What is the drug problem?
- What to do about the problem.
- What is drug abuse?

OBJECTIVES:

- Drugs are of considerable interest to junior high students.
- These students resent being "preached at" or talked down to. They do not learn easily.

- [illegible] the teacher to take a strong stand against drugs is not likely to influence the students against the use of them.
- The students must be involved in this entire learning process.
- The student will become familiar with all the facts concerning the use of drugs and make his own decisions, based on this knowledge, in regards to drug abuse in his life.
- The student must be made to believe that not using drugs would be directly beneficial to him.

[illegible] OBJECTIVES OR GOALS:

- To enable the individual student in the Type A Program to:
  - Understand the scientific knowledge regarding drugs and other substances of abuse.
  - Discover for himself the hazards of drug abuse.
  - Develop skill in decision-making where peer pressures may move him against his own judgement.
  - Appreciate the powerful force of drugs for good or bad, depending on their use.
  - Acquaint the student with the use of scientific information in sound decision-making.
  - Establish in the student's mind the consequences expected when involved with drug abuse.
  - Allow the student to decide for himself that experimentation with drugs or use of drugs is too hazardous to be worth the risk involved.

[illegible] AND BEHAVIORAL OBJECTIVES:

- The great need in drug abuse is prevention. The *only* prevention method with any promise of success is education. The school is the agency created by society for education of the young.
- The purpose of this unit is to make the individual student more aware of the danger of drug usage.
- It is felt that there is little value in simply telling a teen-age student *not* to use drugs. He should make his own decision *not* to use the drug.
- This unit is an attempt to present *all* the facts concerning the use of drugs to the student so that he becomes aware of the effects of drug usage and to help him decide for himself that he should *not* use them.
- The student must be made to realize that the hazards which result from drug usage can, and most *likely* will, happen to him if he uses drugs.

LEARNING EXPERIENCES:

- Make a classroom collection of articles, pamphlets, and books on drugs.
- Make a bulletin board display of the terms or jargon used in connection with drug traffic.
- Collect newspaper accounts of marijuana seizures and arrests. Check with local police to see what action is taken when marijuana is found.
- Do a study of the effects of narcotic drugs on the body.
- Prepare wall charts for the class listing all the major groupings of drugs and drug abuse.

- Continue discussions with students on such topics as "What is marijuana?", "How is marijuana grown and marketed?", and "What effect does marijuana have on the person who uses it?".
- Encourage students to write questions about marijuana for a question-box in order to further promote class discussion.
- Enlarging such situations as, "What do you do if you have a friend who LSD or marijuana?", "What do you do if you are offered a pill on a date?", "How do you tell your teacher you have been trying drugs and need help?".
- Have resource persons visit the class.
  - State policemen
  - Physician
  - Pharmacist
  - Local officer
  - Former drug users
  - Panel discussion on effects of drug usage.
- Show the following films:
  - "Drugs and the Nervous System", Churchill Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069.
  - "Beyond LSD", Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025.
  - "Narcotics--The Decision", Film Distributors International, 1521 South Olive St., Los Angeles, Calif. 90015.
  - "The Dangerous Drugs", Narcotic Educational Foundation of America, Sunset Blvd., Los Angeles, Calif.
  - "Narcotics--Why Not?", Charles Cahill and Associates, P.O. Box 1221, Hollywood, Calif. 90028.
  - "Addicts--Narcotics", Narcotic Educational Foundation of America, Sunset Blvd., Los Angeles, Calif.
  - "LSD: Insight or Insanity", Bailey Films, 6509 Delongpre Ave., Hollywood, Calif., 90028.
  - "Narcotics", Narcotic Educational Foundation of America, Sunset Blvd., Los Angeles, Calif.
- Show the following filmstrips:
  - "Dangers of Narcotics", Popular Science Publication Co., Inglewood, Calif.
  - "Drinking, Drugs and Driving", Holmes-Hall Families, 330 S. 42nd St., Des Moines, Ia. 50312.
  - "Drug Misuse and Your Health", Society for Visual Education, General Precision Equipment Corp., 1345 Diversey Parkway, Chicago, Ill. 60614.
  - "LSD: The Acid World", Audience Associates/Barnard, Bruce & Beville, Incorporated, Nashville, Tn. 37203.

EVALUATION:

- Have students relate what they have learned to regards to facts about drug usage (orally or through written tests).
- Have students tell their own personal feelings about drug usage.
- Have students relate their feelings to newspaper articles about drug usage.
- Have students might like to relate their own personal experience with drugs.

BOOKS:

Brinkman, Sally G. The Developing Child Peoria, Ill.; Chas. A. Bennett Co., Inc.

Burlock, Elizabeth B. Child Growth and Development 4th. Londo, Missouri; McGraw-Hill Book Co., Webster Div., 1968.

Lowndes, Marion A Manual for Baby-Sitters Boston; Little Brown & Co., 1968.

Rotondiet, Barbara J. How to Stand Up for What You Believe New York; Associated Press, 1968.

Varenne, Gal and Jean Helping Youth Avoid Four Great Dangers New York; Associated Press, 1968.

BULLETINS:

"Sitting Safely" New York, N.Y.; Metropolitan Life Insurance Co., One Madison Ave.

"Sitting Safely" Fremont, Mich.; Gerber Foods (good, free supply).

"Drug Use and Abuse" Michigan Department of Education, 1970.

"Understanding and Meeting the Problems of Drug Abuse" Journal of Home Economics, Vol. 62, No. 8, Oct., 1969.

BOOKS:

Call Me Mister Brown, S. T.; Melody Publishing Company, 3839 White Plains Rd.

Sex and Grace Fellers Family Life Education Program.

Living Things and Their Young

The Human Body New York; Random House

FILMS AND FILMSTRIPS:

"The Effective Teacher: Family Life and Sex Education" Guidance Associates/ Harcourt, Brace & World, Pleasantville, N. Y. (1970).

"The Baby-Sitter" Lansing, Mich.; Michigan Department of Health. Presents the teen-age girl being properly trained for her job. 13 min.

HOUSING

[illegible]

[illegible]

Heydenburg, Paul
Mt. Pleasant, Michigan

Richardson, Lee Hester Jr.
Lansing, Michigan

Krause, Mary
Midland, Michigan

Neth, Evelyn
Oak Park, Michigan

Holliday, Mary
Dearborn Plains, Michigan

Ross, Jessie
Clarkston, Michigan

Kennedy, Donald
Royal Oak, Michigan

Provost, Helen
Lansing, Michigan

Seigert, Sue
Midland, Michigan

Simmons, Ruth
Bloomington, Michigan

The living habits of a family demonstrate many of the family's housing needs. Each stage of the family life cycle has its own individual housing requirements. Family members with physical and mental limitations have special housing needs.

Flexible room arrangements in a house mean that space can be readily adapted to meet the changing needs of the family. When money is scarce, other resources such as abilities, knowledge, time and energy of family members may be used in selecting home furnishings and in solving home decorating problems.

Families gain satisfaction from housing which helps them to express such values as beauty, comfort, convenience and safety.

Housing and home furnishing standards are influenced by income, values, attitudes, educational levels, and housing knowledge.

SELECTING A HOME

PRELIMINARY:

- The basic human need for shelter constitutes a major purchase in an individual's life. An intelligent choice of housing must be based on the realization of individual and family resources and needs and how these can be supplemented in obtaining a home.

GENERAL OBJECTIVES:

- The student will:
  - Develop effective and satisfying consumer practices in selection of a home, considering resources available and needs of the family.
  - Become aware of the different types of housing available and what specific needs each might meet.
  - Become aware of the considerations in selecting the location in establishing a home.

SPECIFIC OBJECTIVES:

- Selection:
  - Become aware of basic human needs.
  - Become aware of how to identify their families' needs.
  - Be able to select an adequate home suitable to their needs.
  - Become aware of the various individual resources available to them.
  - Select a home suitable to the resources available.
- Types available:
  - Become aware of the different types of housing available and the advantages and disadvantages of each.
  - Become aware of how these types of housing can be correlated with needs and resources of the family.
  - Become aware of how to secure information on housing available within the specific community.
- Location:
  - Analyze the appropriateness of a location to the needs and resources of the family.
  - Comprehend specific community services and factors in neighborhoods to consider in locality.
  - Comprehend the problems and costs involved in moving.
- Financial aspects:
  - Will be able to comprehend the impact interest rate has on the cost of a home.
  - Will comprehend the different ways of financing a home and when each is desirable.
  - Comprehend the financial responsibility in maintaining a home.
  - Realize where they might gain financial advice and assistance.
  - Comprehend the different types of agencies available to loan money.

- Legal aspects:
  - Become aware of the legal requirements and responsibilities in obtaining a home.
- Information:
  - Will know where they might seek help and advice, within the community or at a national level, in obtaining a home.

I. TYPES OF HOUSING AVAILABLE

A. Apartments
B. Mobile Homes
C. Duplex Versus Single Versus Flats
D. Rentals
E. Condominiums, Townhouses, etc.

II. FAMILY REQUIREMENTS

A. Needs
   1. Family
      a. Life cycle
      b. Interests
   2. Individual interests
      a. Interests
      b. Needs
B. Wants
C. Resources
   1. Time
   2. Income
   3. Individual's income

III. LOCATION

A. Community Services
   1. Transportation agencies, etc.
   2. Emergency services (hospital, etc.)
   3. Protective service (fire, etc.)
   4. Recreation
   5. Health
   6. School
   7. Shopping areas
   8. Churches
B. Neighborhood
   1. Lot
   2. Surroundings

IV. FINANCIAL ASPECTS

A. Factors to Consider in Buying, Renting, and Building
   1. Interest cost
   2. Actual cost
   3. Moving
   4. Hidden costs
   5. Age of structure

B. Sources of Finance
   1. Bank
   2. Loan company
   3. Credit Unions
   4. Personal Loans
C. Types of Financing Available
   1. FHA
   2. VA
   3. Banks
D. Maintenance
   1. Checking utility service
   2. Monthly utility costs
   3. Upkeep
   4. Repair
E. Insurance and Taxes

V. LEGAL ASPECTS

   A. Zoning Laws
   B. Contracts

VI. INFORMATION AVAILABLE

   A. Federal Agencies
      1. FHA
      2. VA
   B. Local Agencies
      1. Banks
      2. Credit Unions
      3. Building Inspectors
      4. Mortgage and abstract companies
      5. Realtors

VII. INSTRUCTIONAL RESOURCES AVAILABLE

   A. Local People
      1. Realtors
      2. Bankers
      3. Builders, contractors
      4. Building Inspectors
   B. Field Trips
   C. Audio-visual Aids
   D. Mass Media

VIII. CONCLUSIONS

   A. Field Trips
   B. Community Resources

CONSTRUCTION

While the cooperative venture of home economics and special education could not deal, specifically, with the actual construction of the house, it is imperative that a general knowledge of construction be discussed to offer background information vital to class success. Furthermore, a total program involving other vocational departments can make a more meaningful experience for each student.

The following topical outline of building construction could be utilized by a class of students of special needs, while, in construction of a house or, possibly, in the study of the purchase of a home.

We assume that, while the special education student will demand more individualized attention and guidance, he can lead a successful and happy life and can fulfill the requirements of occupational training in the area of building construction.

I. PLANNING A HOME

- A. Determining Family Needs
  - 1. Size
  - 2. Design
- B. Understanding Home Finances
  - 1. Mortgage
  - 2. Fixed expenses
    - a. Taxes
    - b. Insurance

II. PLACING HOUSE ON LOT

- A. Building Permit
- B. Determining Lot Lines
- C. Placement of House on Lot
- D. Squaring Foundation
  - 1. Using 3-4-5 method for approximate square corners
  - 2. Checking diagonal dimensions to determine square corners

III. CONSTRUCTION OF FOUNDATION

- A. Digging Footings
  - 1. Determine depth of footings
  - 2. Determine footing size
- B. Forming Footings
  - 1. Maintaining necessary size
  - 2. Strength of footing forms
  - 3. Design footings to be easily removed
- C. Pouring Footings
  - 1. Proper concrete mixture
  - 2. Maintaining level footings
- D. Foundation Wall Construction
  - 1. Poured walls
  - 2. Block walls

IV. LEARNING OF FLOOR CONSTRUCTION

A. Floor Assembly
1. Sills
2. Floor joists and joist headers
3. Joist bridging
4. Sub-floor
a. Plywood
b. 1" boards
5. Framing for floor openings
B. Wall Framing Assembly
1. Studying types of framing
a. Platform framing
b. Post and beam construction
c. Balloon framing
2. Framing for doors and windows
3. Corner bracing
4. Applying exterior sheathing
C. Roof Framing Assembly
1. Truss roof framing assembly
2. Conventional roof framing
3. Types of roofs
a. Gable
b. Hip
c. Gambrel
d. Flat and shed
4. Roof sheathing
a. Plywood
b. 1" boards
c. Tongue and groove plank roof stock
5. Roofing materials
a. Asphalt
b. Built-up roof
c. Rolled roofing
d. Cedar shake roofs
e. Composition roofs

V. LEARNING TO APPLY EXTERIOR FINISH MATERIALS

A. Windows and Doors
1. Types of windows
a. Double hung windows
b. Awning windows
c. Casement windows
2. Window materials
a. Wood
b. Aluminum and steel
3. Types of glass
a. Plate glass
b. Insulated glass
c. Safety glass
4. Types of exterior doors
a. Hinged wooden door
b. Sliding glass door

[illegible]
[illegible]
[illegible]

VIII. [illegible]

A. Wood and Window Trim
   1. Woods
      a. Pine
      b. Hardwoods
   2. Metal
   3. Plastic and other materials
B. Cabinet Work
   1. Ready-built
      a. Pre-assembled
      b. Knock-down
   2. Custom-built
C. Floor and Ceiling Trim
   1. Baseboards
   2. Cove moldings

[illegible]

GENERAL OBJECTIVES:

- Recognize and understand how the kinds of furnishings vary with the needs of different families.
- Recognize and understand how home furnishing needs vary with family living habits.
- Have the knowledge necessary to choose basic, serviceable furnishings which have pleasing colors and designs.

SPECIFIC OBJECTIVE:

- Given a room, the students should be able to arrange furniture for comfort and best use of space.

I. [illegible]

A. Decorating Elements
   1. Coordination of decorating elements
      a. Color
      b. Line
      c. Texture
      d. Furniture
   2. Wall coverings (selection, care, maintenance, safety)
      a. Paper
      b. Fabrics
      c. Paint
      d. Paneling
      e. Composition materials
         (1) Thermal plastics (formica, etc.)
         (2) Tile

1. Floor coverings
   a. Types
      (1) Hard
         (a) Linoleum
         (b) Tile
         (c) Wood
         (d) Brick
      (2) Soft
         (a) Carpeting and Rugs
         (b) Pads
   b. Maintenance and care
   c. Safety
2. Window treatment
   a. Coverings
      (1) Draperies
      (2) Curtains
      (3) Shades
      (4) Blinds
      (5) Shutters
   b. Maintenance and care
   c. Safety
3. Furnishings
   1. Major appliances
      a. Range
      b. Refrigerator
      c. Washer
      d. Dryer
      e. Freezer
      f. Dishwasher
   2. Discussion of appliances
      a. Purchase
      b. Safety
      c. Maintenance
      d. Sources of consumer information
   3. Portable appliances
      a. Iron
      b. Mixer
      c. Electric frying pan
      d. Blender
      e. Toaster
      f. Coffee maker
      g. Electric can opener
      h. Electric tea kettle
      i. Sweeper
      j. Television
      k. Radio
   4. Living, dining and bedroom furnishings
      a. Beds and bedding
         (1) Mattress
         (2) Springs
         (3) Pillows
         (4) Blankets
         (5) Sheets
      b. Dressers

- c. Chairs
- d. Sofas
- e. Tables
- f. Lamps

5. Lighting
   - a. Electrical
     - (1) Ceiling fixtures
     - (2) Lamps
     - (3) Wall sconce
   - b. Decorative or access
     - (1) "Bullet"
     - (2) Fluorescent

6. "Luxuries" accessories (items which are not necessary but add to home atmosphere)
   - a. Pictures
   - b. Mirrors
   - c. Art rugs
   - d. Vases
   - e. "Collections" and hobbies
   - f. Wall ornaments
   - g. Books

7. Other equipment
   - a. Electronics
     - (1) China
     - (2) Earthenware
     - (3) Plastic
     - (4) Paper
   - b. Glassware
   - c. Silverware
     - (1) Sterling
     - (2) Plating
     - (3) Stainless
     - (4) Plastic
   - d. Cooking utensils
     - (1) Pots and pans
     - (2) Small equipment
     - (3) Mixing equipment
     - (4) Consumer education

8. Connection and construction
   - a. Self-installing
   - b. Connecting

9. Consumer education
   - a. Values
     - (1) Luxury
     - (2) Necessity
   - b. Decision-making
   - c. Management
     - (1) Money
       - (a) Planning
       - (b) Budgeting
       - (c) Keeping versus recording
     - (2) Time
     - (3) Energy

(x) Special needs of handicapped
(a) Physical
(b) Mental

II. [illegible]

A. Siding and Wall Treatment
1. Material
2. Color
3. Caps
4. Upkeep
B. Roof
1. Asphalt shingles
2. Rolled roofing
3. Built-up roof
C. Paint
1. Colonial
2. Modern
3. Traditional

(3.Aug1)(8)

[illegible]

- To develop skills that will help him maintain a standard of housekeeping that is healthful, attractive, and satisfying.
  - Interview:
    - Given a specific surface (floor, wall, ceiling, tile, paint, wood, linoleum, paper, fabric, cement) the student will be able to demonstrate prescribed cleaning, waxing, or caring for.
    - Given a specific furniture surface (wood, plastic, paint, formica, porcelain, laminate) demonstrate prescribed care.
    - Demonstrate making beds and caring for bedding as described in Nursing Aide Manual, and in Steps for Home Living.
    - Demonstrate safe disinfecting techniques for dishes, clothing, and sick rooms as described in Nursing Aide Manual.
    - Demonstrate the use of electrical cleaning equipment as described by manufacturer in operator's manual.
    - Demonstrate the safe use of upholstery and rug cleaners (foam, powder, liquid, treated saw dust).
    - Demonstrate clothes washing techniques as described in Keys Guide to Housekeeping or in the operator's manual.
    - Demonstrate window and mirror cleaning as described in Keys Guide to Housekeeping and Steps to Home Living.
  - Interview:
    - Demonstrate general yard cleanup.
    - Demonstrate care and cleaning of storm windows and screens as illustrated by 3-D transparencies and

Home Aid Services, Irvig and Hunt, Seaton, B.C.
Cards Co., 1968.
- Demonstrate acceptable surface (cabinets, brick, concrete) cleaning as described by manufacturers.

[illegible]

- To develop skills that will enable the student to find employment.
  - Demonstrate ability to clean windows.
  - Demonstrate ability to use scrubbie and safety belts.
  - Demonstrate ability to use commercial tools and materials.
  - Demonstrate ability to clean floors and walls of various surfaces.
  - Demonstrate general custodial procedures, as outlined in custodian's manual.
  - Demonstrate ability to use commercial rug cleaners.

[illegible]

- To expose the student to multiple types and uses of common cleaners.
  - Soaps
  - Detergents
  - Bleaches
  - Scrub powders
  - Tile cleaners
  - Sink cleaners
  - Oven cleaners
  - Window cleaners
  - Furniture polishes and waxes
  - Floor polishes and waxes
  - Wax cleaners and removers
  - Upholstery and rug cleaners
    - Discuss dangers and antidotes of various cleaners.

[illegible]

[illegible]:

- To expose students to problems of proper care and maintenance connected with either renting or buying a home.

[illegible]:

- To have students do practical activities in following units relating to concern of a renter or home buyer.

I. [illegible]

A. Repairing a Faucet
   1. Leak at faucet
   2. Leak at stem

B. Inspecting a Toilet
   1. Flushing toilet
   2. Leak at flush joint
   3. Leak at flush tank
C. Water Shut-Offs
D. Freeing Plugged Sewer Lines
E. Purpose of Trap and Cleaning
F. Use and Types of Pipes and Tubing
   1. Repair of each type
   2. Replacement of each type
G. Septic Tanks
H. Plumbing Inspector--Duties and Reasons
I. Building Permit
J. Hot Water Tank
   1. Gas
   2. Electric

II. ELECTRICAL

A. Inspecting Relays
B. Replacing Fuses--What was Reason?
   1. Overload
   2. Short Circuit
C. Types and Sizes of Fuses and Uses
D. Basic Wiring Problems and Circuits
E. Simple Repair of Small Electrical Appliances
F. Emphasis on Safety
   1. Unplug
   2. Turn off
   3. Pull switch
   4. Kick relay
   5. Mark circuits in fuse box
   6. Dry hands
   7. Dry floors
G. Types of Wires--What Various Wires are Used For
H. Electrical Inspector--Duties and Reasons
I. Building Permit
J. Maintaining Electric Motors
K. Types of Electricity
   1. DC
   2. AC

III. FINISHING

A. Prepare Surfaces for Finishing
   1. Washing
   2. Patching
   3. Sandpaper
   4. Steel wool
B. Types of Finishing Materials
   1. Oil-base paints
   2. Latex-base paints
   3. Sealers
   4. Putty and fillers

5. Grates
6. Walkways
7. Shelter and varnishes
8. Tiles
a. Plastic
b. Ceramic

C. Types of Solvents
1. Thinners
2. Alcohol
3. Kerosene
4. Gasoline
5. Lacquer thinner
6. Turpentine

D. Safety
1. Ventilation
2. Fire danger
3. Cleanliness

E. Methods of Application
1. Brush
2. Roller
3. Spray

F. Contracting Costs

IV. HEATING AND VENTILATING

A. Normal Maintenance of Heating Plant
1. Cleaning
2. Oiling
3. Changing filter

B. Types of Heating Units
1. Coal
2. Electricity
3. Oil
4. Gas
a. Natural
b. Bottle
5. Fuel oil

C. Types of Heating Circuits
1. Gravity
2. Forced
3. Steam
4. Radiant
5. Baseboard
6. In-wall units
7. Hot water

D. Cooling Units
1. Fans
2. Air-conditioners
a. Window units
b. Central

E. Cost of Operation
F. Duct Work--Adjustment

V. YARD CARE AND OUTSIDE MAINTENANCE

A. Maintaining Lawn
   1. Fertilizers
   2. Weed control
   3. Cutting
   4. Edging
   5. Bubbling
   6. Seeding
B. Maintaining Flowers and Shrubs
   1. Trimming and pruning
   2. Planting
   3. Removing
C. Care of Walk-Ways
   1. Cracks and broken concrete
   2. Replacing
   3. Shoveling
D. Cement
E. Blacktop
F. Cleaning
G. Storm Windows and Screens
H. Glazing
   1. Repair of windows
   2. Types of glass
   3. Cutting glass
   4. Plastiglas
I. Ladders
   1. Use of
   2. Safety of

VI. MAINTENANCE OF OUTER SHELL

A. Shingles as Siding
   1. Cedar
   2. Asbestos
B. Wood Siding
C. Brick
D. Block
E. Aluminum
F. Fastening Devices--Locks

VII. TOOLS AND IMPLEMENTS

A. Household Tools (Minimal)
   1. Hammer
   2. Screwdrivers
      a. Conventional
      b. Phillips
   3. Pliers
   4. Side cutters
   5. Crescent wrench
   6. Tin snips

7. Saws
   a. Crosscut
   b. Rack saw
8. Supply of nails, screws, and glue
9. Pipe wrench
10. Soldering iron
11. File
12. Ruler
13. Brace and bit

B. Detention Tools (Minimal)
1. Spade
2. Rigid rake
3. Leaf rake
4. Lawn mower
5. Lawn clipper
6. Snow shovel
7. Stepladder
8. Extension ladder
9. Hose
   a. Nozzle
   b. Sprinkler

C. Safety
1. Proper use of ladder
2. Use of tools in safe manner
3. Use of power equipment in safe manner
4. Proper maintenance of tools

VIII. MAINTENANCE OF VARIOUS TYPE DWELLINGS DEPENDS ON TYPE OF UNIT

A. Single House
B. Duplex
C. Apartment
D. Mobile Homes
E. Rent
F. Buy
G. Insurance
   1. Dwelling
   2. Furnishing
H. How Much Can you Afford?
I. Cost of Operation
   1. Phone
   2. Gas
   3. Water
   4. Electricity
   5. Insurance
   6. Normal upkeep

IX. VARIOUS USE OF VISUAL AIDS, MODELS AND MOCK-UP

A. Community Resource People
B. Cut-away Faucet (See Operation When Open or Closed)
C. Trips to Boiler Room

9. Meeting Place
8. Motors
   1. Electrical
   2. Gas
   3. Water
7. Films
6. Filmstrips
5. Overhead Projector

SAFETY AND HEALTH

PHILOSOPHY:

- "For everything there is a Season" . . . and a need. Successful living is a total experience which we hope will be a reality for our student through the training and work experiences presented in our plan of work. We must incorporate the areas of study to insure a successful happy life free of as many problems as possible.

  Good health is secured by understanding the true value of personal standards and how they influence our success (or how they can cause failure) in our personal and working life.

  We cannot set standards without visual or personal physical gain for our students.

  Safety is an area where our students need to learn to take care of themselves in their homes, on the jobs, and during their recreational activities. The outcomes of learning to prevent an accident are saving unhappiness, lost money, and lost time at work or play.

  We must help people to evaluate the situation in which they find themselves--find out what they can do about the situation in order to help them toward a happy, healthy and safe successful life.

GENERAL OBJECTIVES:

- The student will:
  - Become aware of life situations influenced by standards in living (health and safety).
  - Become aware of "Good Health" and the additional benefits received by practicing good health habits and practices.
  - Know the situations to prevent in order to control family health.
  - Know why we need insuring standards (laws and people to help us).
  - Understand benefits of good health:
    - Poor appearance versus good appearance.
    - Tired versus pep.
    - Disinterested versus radiant.
    - Blah! personality versus Ziggy! personality.

EDUCATIONAL OBJECTIVES:

- Successful, self-supporting, responsible citizens.
- Full use of all their capabilities.
- Healthful and safe living situation--nice home.
- Practicing individual health standards leading to healthy family living (involving all family members).
- Practicing individual health standards applied to their field of employment. Example: service industries, health services, food services, individual business enterprises, on-the-job, wherever it may be.

I. HEALTH IN THE HOME

A. Specific
1. Germs--where they are and what you can do about them
a. Specific areas in the house
b. What can you do about them
c. Types of products and their use
d. Read labels
2. Health standards
a. Health department and our homes
b. Health department and our clothes
c. Health department and how they can really help us
d. Water department--supply and how it gets there
e. Sanitation department (care of waste)
f. Engineering department and standards--water and sewers, etc.
g. Fire department
h. Red Cross
i. Community Fund and other community groups that help
j. Local clinics
3. Health standards and you
4. Health standards and your job
5. Health standards and your responsibilities to your family and community
6. Home standards--why the departments do protect those who need protection (individual and community)
7. Considering health
a. Lighting versus safety and health
b. Plumbing versus safety and health
c. Electricity versus safety--overloading, exposed wires

II. HOMES IN THE HOUSE

A. Kitchen
1. Major equipment--sink, stove
a. Safe operation
b. Purchasing
c. Care
d. What will it do for you
e. What do you need
2. Small equipment
a. Dishes--unbreakable
b. Knife

c. Purpose
d. Care
e. Quality
(1) Cheap
(2) High priced
(3) Use
(4) Used
(5) Rummage

3. Housecleaning
a. Standards put out by the health department
b. How to wash dishes
c. Chemical test to see what our eyes do not see
d. Petri-dishes to see bacteria
e. Clean storage
f. Proper handling when serving
g. Cleaning--safety and health for the waitress

4. Specific items and their care (special foods)
a. Meats
b. Milk
c. Fruit

5. First aid
a. Accidents in the home
b. Needs for first aid
c. Locations should be in kitchen where the accidents happen

B. Living Room
1. Furniture
a. Slip covers
b. Upholstered furniture
c. Proper lighting
(1) Reading
(2) Relaxing
(3) TV

2. Window treatment
a. Curtains
(1) Fabric
(2) Cost
(3) Care
b. Draperies
(1) Fabric
(2) Cost
(3) Care

3. Rugs versus carpet
a. Safety of throw rugs
b. Care
c. Cost

C. Bedrooms
1. Location in the home
a. Privacy necessary
b. Walk through rooms
c. Children's rooms

2. Equipment
a. Good firm beds
b. Dressers or chests

3. Storage needs
   a. Seasonal
   b. Storage of children's clothing for future use
4. Space considerations
   a. Side-a-beds
   b. Bunk beds
   c. Under-bed storage
   d. Removable night stands or book cases

B. Bathroom
1. Planning the bathroom
   a. Storage
   b. Equipment
      (1) Ideal
      (2) Renovation
      (3) Hot water requirements
   c. Types of hot water heaters
      (1) Gas
      (2) Electric
   d. Water requirements
      (1) Soft water--cost versus value
      (2) Well water
      (3) Mineral water
      (4) City water--costs
   e. Safety
      (1) Floors
      (2) Tub
      (3) Shower
      (4) Hot and cold water
      (5) Electric appliance to bathroom
2. Cleaning
   a. Tub and sink
   b. Toilet
   c. Drains
   d. Floor
3. Linens
   a. Bet quality--price? value??
   b. Colors
   c. Basic needs

III. LAUNDRY UNIT

A. Home Laundry Equipment
1. Cleaning supplies
2. New products and how to use them
3. Simple products that do the job
4. Size of box--cost
5. Know your product
6. What to expect
B. Laundromat
1. Home equipment
   a. Cost--soap, water, etc.
   b. Time

f. Laundromat
   a. Time
   b. Cost
C. Commercial
   1. Equipment
   2. Job opportunities
D. Care and Use of Equipment
   1. Read and follow directions
      a. Using soap dispenser
      b. Using money changer
      c. Coin-operated machines
   2. Laundry as a special area
      a. How to do a laundry
         (1) Washing
         (2) Ironing
         (3) Storage
      b. Storage of soiled clothing
      c. Deodorant products for urine and body odor
      d. Purchasing with laundry in mind
      e. Purchasing with cleaning cost in mind

IV. HOUSING AND FAMILY PETS

A. Health and Safety
B. Cleanliness
C. Pet Bills
D. Care of Waste Products of Large Animals and Household Pets

EMPLOYMENT-VOCATIONAL

GENERAL OBJECTIVE:

- To develop acceptable work habits and personality traits that will lead to successful and satisfying employment and to survey job opportunities in housing area.

I. JOBS

A. To Develop the Ability to Secure and Keep a Job
   1. Personal appearance
   2. Interviews
   3. Applications
   4. Transportation
   5. Time consciousness
   6. Money management
   7. Work attitudes
   8. Personal evaluation
B. To Explore the Job Opportunities in Housing
   1. Survey building trades--helpers to carpenters, plumbers, masons, etc.
   2. Survey housekeeping areas--housekeeper, motel maid, kitchen helper, porters, etc.

[illegible]:

- A possible vehicle to stimulate growth of a vocational and special education program might be to develop a corporation within the public school system. A governing board should be formed, comprised of: the school superintendent; vocational director; and local businessmen, to govern the actions of the corporation. In addition, advisory boards should be formed, comprised of businessmen; interested citizens; and instructors, to govern the actions and directions of the individual departments in operating under within the corporation (Food Service, Building Trades, etc.).

  The advantages of incorporating the vocational department are many. Foremost, a potential profit-making organization such as a building trades program stands the risk of any potential profits being shoved back into the general fund of the school system. A non-profit corporations incomes proceeds can be distributed to a prescribed amount determined by the chartering board. A typical example might be to utilize 50% of profits for purchase of equipment for the department with the remainder to be used for scholarships or other worthy causes.

  Another advantage of incorporating would be for tax purposes. While it is illegal for public school systems to operate on a profit-or-profit basis, it is well within the means of the law to operate a non-profit business with gains delegated to equipment costs and scholarships.

  Special education might well fit in the scheme of a vocational corporation. In addition to placement in the realm of programs such as building trades, food service, auto shops and others, a closed-shop situation might be feasible with entire projects being designed, produced and marketed by special education students.

  The key to a successful program of any sort, vocational education, special education, or any other program, is to utilize every available source of help. Perhaps the most valuable source of assistance can be gained through the utilization of local businessmen, interested townspeople, and school personnel. An advisory committee, comprised of these people, can be a most valuable asset.

SPECIAL ADAPTIVE TECHNIQUES

[illegible]—HOW TO GET TO KNOW YOU ARE GOOD:

- Use student experiences as a starter.
  - Films to get a point across.
  - Any health and safety literature.
  - Demonstrations—right and wrong examples.
- Guests to classroom—for a purpose.
- Field trips to specific departments after a program of information about the department has been presented.

- Follow-up study of the area presented and visited, and checking to see how they apply the learning situation to their personal life.
- Student-prepared, teacher-prepared materials to get a point across.
- Physical exams--T.B. Tests, etc.
- Eye exams--glasses if needed
- Hearing tests--aids if needed
- Displays--complete set of tools and safety aids or rules. Pictures and newspaper clippings, etc. about accidents, individually selected for a purpose.

SAFE USE OF THE EQUIPMENT:

- Audiovisual materials
- Tape recorder
    - Story
    - Drama
    - Newscasts
- Tele-Trainer
    - Safety
    - Fire
    - Medical help
- Overhead projector
- Resource materials
    - Free
    - Special order
    - Borrowed

Resource Materials

INSTRUCTIONAL MATERIALS:

- Use advertising film, filmstrips, transparencies and magazine ads.
- Use samples from various companies.
- Use actual cleaning tools with their accompanying manuals.
- Use the classroom, lounge, etc. for demonstrations when an housing unit is available.
- Visit appliance stores.
- Visit commercial cleaning companies.
- Invite salesmen to demonstrate tools.
- Use custodial manuals.
- Use manuals produced for commercial cleaning systems.
- Use housekeeping books
- Compare Consumer's Research Reports

BOOKS:

Duff, Florence M. Steps to Home Living. Peoria, Ill.: Chas. A. Bennett Co., Inc., 1966.

Better Homes and Gardens Handyman's Book. Des Moines, Iowa: Meredith Publishing Co., 1961.

Craig, Hazel T. and Olga Rush Stoves with Character Boston: D. C. Heath Co., 1942.

Betty Crocker Book of Home Cleaning New York: Random House, 1951.

Galade, Margaret Managing Living Time Peoria, Ill.: Chas. A. Bennett Co., 1954.

Gathles, Arthur Building or Buying the High Quality House at the Lowest Cost Garden City, New York: Doubleday and Co., 1941.

Consumers All (Yearbook of Agriculture) Washington, D. C.: Dept. of Commerce, Government Printing Office, 1942.

Moore, A. C. How to Clean Everything New York: Simon and Schuster, Revised 1941.

PAMPHLETS, BULLETINS, CHARTS, AND PICTURES:

Your Equipment Dollar
Your Home Furnishings Dollar
Your Shelter Dollar

Household Finance Corp.
Prudential Plaza
Chicago, Illinois

Home Care Help

Hoover Home Institute
North Canton, Ohio

Choosing Carpets and Rugs (0013)
Choosing Curtains and Draperies (0014)
Color in the House (0-13000) Demonstrations
Furniture Arrangement #313
Selection of Furniture (0016)
Home Lighting #429

O.S.U. Extension Service
Columbus, Ohio

Portable appliances

General Electric
Bridgeport, Connecticut

Brochure Booklets: Let's Talk about Furniture Styling
Let's Talk about Upholstery Fabrics
Let's Talk about Furniture Quality and Construction

Brookline Mfg. Company
666 Lake Shore Drive
Chicago, Illinois 60611

Closets and Storage Space, U.S.D.A. Bulletin #1863
Dresser Drawer Storage, Cooper Bulletin #839

Cornell University Extension Service
Ithaca, New York

FILMS AND FILMSTRIPS:

Safe Living at Home
Safe Living in your Community
Sharing Work at Home

Coronet Films
Coronet Building
Chicago, Illinois

Fine Art of Furniture Finishing

E. I. DuPont DeNemours Company, Inc.
Motion Picture Distribution Section
Advertising Department
Wilmington, Delaware

Painting the Home, Part I and II
Plumbing Repairs
Repairing Doors and Windows

Young America Films, Inc.
18 East Forty-First Street
New York 17, New York.

LITERATURE:

House Plans:

New Duplex Homes
L. M. Brutsaer & Associates, Inc.
1304 S. W. Bertha Blvd.
Dept. E
Portland, Oregon 97219
Price: $1.50

New Plans from Hillside Homes
L. M. Brutsaer & Associates, Inc.
1304 S. W. Bertha Blvd.
Dept. E
Portland, Oregon 97219
Price: $1.50

300 House Plans
Home Planners, Inc.
16310 Grand River Ave.
Detroit, Michigan 48227
Price: $2.00

Contemporary Home Designs
The Deck House, Inc.
Dept. HM 710
930 Main St.
Acton, Mass. 01720
Price: $2.00

Apartment Plan Book
L. M. Brutsaer & Associates Inc.
1304 S. W. Bertha Blvd.
Dept. E
Portland, Oregon 97219
Price: $2.00

Ready-Cut Homes
The Aladdin Co.
Dept. 70-11
Bay City, Michigan 48706
Price: $.25

Home Planning Kit
Lindal Cedar Homes
Dept. 2F
Tacoma, Washington 98443
Price: $1.00

We Need More Room
Western Wood Products Assoc.
Dept. LR-270
Yeon Building
Portland, Oregon 97204
Price: $.15

Kitchen Equipment:

Kitchen Planner
American Standard
Plumbing & Heating Group
40 W. 40th Street
New York, New York 10018
Price: $.10

Kitchen Kit
Conmor Forest Industries
Cabinet Div. Dept. E-14-179
Wausau, Wisconsin 54401
Price: $.50

Work Counter
Dept. 210
Corning Glass Works
Major Appliances
Corning, New York 14830

Kitchen Faucets
Delta Faucet Corp.
Division of Masco Corp.
Greensburg, Ind. 47240
Price: $.25

Where the Action Is (sinks)
Borg-Warner Corp.
200 S. Michigan Ave.
Chicago, Ill. 60604
Price: $.25

Enamel Sinks
E. L. Mustee & Sons, Inc.
6911 Loraine Avenue
Cleveland, Ohio 44102

Dishwasher Combo Pots
Robert Mfg. Co.
Troy, Ohio 45373

Design Collection
Schulte Homes, Inc.
P. O. Box 3335
Toledo, Ohio 43607
Price: $3.00

Countertop Cooking
Department 210
Corning Glass Works
Major Appliances
Corning, New York 14830
Price: ?

Electric Built-In Grills & Ranges
Jenn-Air Corp.
3035 Shadeland
Dept. M
Indianapolis, Indiana 46226

Kitchen Design
Kitchen Kompact, Inc.
911 E. 11th Street
Jeffersonville, Ind. 47130
Price: $1.00

Super Susan
(revolving storage shelf)
Monarch Range Co.
3280 E Lake Street
Beaver Dam, Wisconsin 53916

Kitchen Living
Frigidaire Div.
General Motors Corp.
Dept. 2361
Dayton, Ohio

Kitchen Maid Dishwashers
Hobart Mfg. Co.
Dept. AB
Troy, Ohio 45373

Design Collection
Coppes, Inc.
Nappanee, Ind. 46550

Kitchen & Laundry Planning Guide
Hotpoint
5600 W. Taylor Street
Chicago, Ill.
Price: $.35

Durable Dishwashers
Thermador Div.
Norris Industries
5119 District Blvd.
Los Angeles, Calif. 90022

Appliances Designed with People
in Mind
Waste King Universal
3300 E. 50th Street
Los Angeles, Calif.

All About Garbage Disposals
In-Sink-Erator Mfg. Co.
4700 21st St.
Racine, Wisconsin 53406

Cleaning Sinks
Elkay Mfg. Co.
2700 South 17th Ave.
Broadview, Illinois 60153

Kitchen & Electric Living Concepts
General Electric Co.
Appliance Park
Louisville, Kentucky 40225

Line of Disposers
National Disposer Div.
Dept. GHBY-2
Troy, Ohio 45373

Kitchen Appliances Packet
Monarch Range Co.
1280 S Lake St.
Beaver Dam, Wisconsin 53916

Kitchen Floor Coverings
Armstrong Cork Co.
3010 Concord Street
Lancaster, Pa. 17604

Gas Ranges
Brown Stove Works
Cleveland, Tenn. 37311
Price: $.05

A Kitchen You'll Love
S-H Furniture Co.
North Main & Sterling
Goshen, Ind. 46526
Price: $1.00

Self Cleaners (ovens)
Thermador Div.
Norris Industries
5119 District Blvd.
Los Angeles, Calif. 90022

Kitchen Album
Mutschler Kitchens, Inc.
Dept. HHH-0
Nappanee, Ind. 46550
Price: $1.00

Stainless Steel Sinks
Elkay Mfg. Co.
2700 South 17th Ave.
Broadview, Illinois 60153

Sinks for Every Need
Elkay Mfg. Co.
2700 South 17th St.
Broadview, Ill. 60153

Stainless Steel Garbage Disposer
In-Sink-Erator Mfg. Co.
4700 21st St.
Racine, Wisconsin 53406

Kitchen Planning Guide
Kemper Bros., Inc.
Richmond, Ind. 47374
Price: $.25

Decorator Refrigerators
Amana Refrigeration, Inc.
Amana, Iowa 52203
Price: $.25

Kitchen Ideas
St. Charles Kitchens
St. Charles, Ill. 60174
Price: $1.00

Built-In Barbecue
The Majestic Co.
Huntington, Ind. 46750

Kitchen Planning Kit
Long-Bell Div.
International Paper Co.
P. O. Box 8611, Dept. 006
Portland, Oregon 97207
Price: $.25

Bathroom and Laundry:

For New Bathrooms
American Standard
Plumbing & Heating Group
40 W. 40th Street
New York, New York 10018
Price: $.50

The Ultra Bath
American Standard
Plumbing & Heating Division
40 W. 40th Street
New York, New York 10018

Colorful Safety Trends
Slip-X Safety Trends, Inc.
P. O. Box 999
Dept. B-20
Springfield, Ill. 72705

Water Closets
Borg-Warner Corp.
200 S. Michigan Ave.
Chicago, Ill. 60604

Powder Rooms & Baths
Crane Co.
300 Park Ave.
New York, New York 10022

Bright Colors, Quality Fixtures
Kohler Co.
44 High Street
Kohler, Wisconsin 53044

Bathroom Vanities
Long-Bell Div.
International Paper Co.
Box 8611 Dept. 006
Portland, Oregon 97207
Price: $.25

Bathroom Planning Book
Eljer Plumbingware
Dept. 8880
1 Gateway Center
Pittsburg, Penn. 15222
Price: $1.00

Ceramic Tile Ideas
U. S. Ceramic Tile Co.
215 4th, N. E.
Canton, Ohio
Price: $.25

The Sauna
Viking Sauna Co.
909 Park Ave.
P. O. Box 4298
San Jose, Calif. 95150

The Modern Shower
Jacin, Inc.
33 Lafayette Ave.
Brooklyn, New York 11217

Executive Spa
Jacuzzi Research, Inc.
11511 New Benton Hwy.
Little Rock, Ark. 72203

Encyclopedia of Home Laundry
Maytag
Newton, Iowa 50208
Price: $.50

Steam Bath
Thermasol, Ltd.
101 Park Ave.
New York, New York 10017

Water, Drainage and Pumps:

The Conditioned Water Way
F. E. Myers & Bros. Co.
Div. of McNeil Corp.
400 Orange St.
Ashland, Ohio 44805

How to Select Electric Water Heater
A. O. Smith Corp.
Consumer Products Div.
Dept. LB-30
Kankakee, Ill. 60901

Rugged Water Systems
Barnes Mfg. Co.
Mansfield, Ohio 44901

Water Filters
Fram Corp.
Warner Lewis Industrial Filter Div.
Box 30096
Tulsa, Oklahoma 74150

Soft Filtered Water
Culligan, Inc.
International Headquarters
Northbrook, Ill. 60062

Fireplaces and Equipment:

Plans for Fireplaces & Grille
The Majestic Co.
Huntington, Indiana 46750
Price: $1.50

Built-In-Barbeques
Goodwin of California, Inc.
1873 Second Street
Berkeley, Calif. 94710

Easy-to-Add Fireplaces
The Majestic Co.
Huntington, Ind. 46750

Heatform Fireplace Designs
Superior Fireplace Co.
Dept. [illegible]
P. O. Box 2066
Fullerton, Calif. 92633
Price: $1.00

Electric Fireplaces
The Majestic Co.
Huntington, Ind. 46750

Ventilator Fireplaces
Vega Industries, Inc.
2930 E. Brighton Ave.
Syracuse, New York 13205

Screening Your Fireplace
Portland Willamette Co.
6822 N. E. 39th Place
Portland, Oregon 97218

Built-In-Barbeque
Majestic Co., Inc.
Huntington, Ind. 46750

Prefabricated Fireplaces
Condon-King Co.
Dept. HHH2
3611 208th Ave. S. W.
Lynnwood, Washington 98036

Windows and Doors:

Learn About Quality Windows
Ponderosa Pine Woodwork
39 S. LaSalle
Chicago, Ill.
Price: $.50

Sliding Glass Doors
Northrup Architectural Systems
995 S. Hatcher Ave.
City of Industry, Calif.
Price: $.10

Removable Tilt Windows
S. O. W. Window Sales Co.
1399 E. Academy
Ferndale, Michigan 48220

Wood Windows & Doors
Pella Solarcream Co.
Pella, Iowa 50219

Patio Doors for Pleasant Living
1399 E. Academy
S. O. W. Window Sales Co.
Ferndale, Michigan 48220

Floor and Wall Coverings:

Weldwood Prefinished Paneling
Decorating Ideas
U. S. Plywood-Champion Papers, Inc.
Box 61
Dept. M 70
New York, New York 10047

Vinyl Asbestos Floor Tile
G A F Corp.
Building Products Division
Dept. A-10
140 West 51st Street
New York, New York 10020

The Newest Fiber
Fibers Division
Allied Chemical Corp.
One Times Square
New York, New York 10036

Real Ceramic Tile
American Olean Tile Co.
1200 Cannon Ave.
Lansdale, Pa. 19446
Price: $.10

Prefinished Hardwood Panelings
Bruce Division
Cook Industry, Inc.
Box 397-E
Memphis, Tenn. 38101

Hardwood Plywood Panels
Evans Products Co.
Fiber Products Div.
P. O. Box E
Corvallis, Oregon 97330

Doors, Woodwork
Morgan Co.
Oshkosh, Wisconsin 54901
Price: $.10

Andersen Windowalls
Andersen Corp.
Bayport, Minn. 55003

Smart Window Planning
Andersen Corp.
Bayport, Minn. 55003

Wall Decorating
Marlite Division
Masonite Corp.
Dept. 605
Dover, Ohio 44622
Price: $.50

Tiles & Carpeting
Amtico Flooring Div.
American Biltrite Rubber Co.
115 Assumpink St.
Trenton, N. J.
Price: $.25

Japanese Grasscloth Wallpaper Samples
Mayflower Wallpaper Co.
Dept. A
363 Hamaroneck Ave.
White Plains, New York 10605

Plain & Fancy Ceramics
Mid-State Tile Co.
Box 627 B
Lexington, North Carolina 27292
Price: $.25

Exciting Wall Panels
Evans Products Co.
Fiber Products Div.
P. O. Box E
Corvallis, Oregon 97330

Decorate Your Floor
Congoleum Industries, Inc.
195 Belgrove Dr.
Kearny, N. J. 07032
Price: $.25

Weyerhaeuser Panels
Weyerhaeuser Co.
Box B-3732
Tacoma, Wash. 98401

Paneling Idea Package
Georgia-Pacific Corp.
Portland, Oregon 97207
Price: $.25

Practical Ideas for Elegant Living
Formica Corporation
Dept. PL-2
Cincinnati, Ohio 45232

Woodwork Corp. of America
1432 W. 21st St.
Chicago, Ill. 60608

Custom Made Cork Wallpaper
Mayflower Wallpaper Co.
Dept. A
381 Mamaroneck Ave.
White Plains, New York 10605
Price: $.25

Seattle Pioneer
Brooklyn, New York 11215

Heating, Ventilating and Air Conditioning:

Home Heating
A. O. Smith
Consumer Products Div.
Dept. LH-10
Kankakee, Ill. 60901

Planning for Total Comfort
Lennox Industry, Inc.
910 South 12th Ave.
Marshalltown, Iowa 50158

You Learn the Facts About
Air Conditioning
General Electric Co.
230 Park Ave.
New York, New York 10022
Price: $.20

General:

Convertible Garage Room
Overhead Door Corp.
6298 LBJ Freeway
Dallas, Texas 75240

Concept in Wood
Panelfold
2019 S. 17th Street
Hialeah, Fla. 33010

Birge Vinyl Reveal
(Dacron Wallcloth)
Birge Co., Inc.
Buffalo, New York 14240

Colorful Seamless Flooring
DAP, Inc.
2211 Nuberville Ave.
Dayton, Ohio

Fix Wall Cracks Permanently
Toff-Kote Co.
Woodstock, Ill. 60098

Hardwood Flooring
Harris Mfg. Co.
Causeway at Walnut St.
Johnson City, Tenn. 37601
Price: $.10

Open House/USA
P. P. G. Industries
Room 9187
632 Fort Duquesne Blvd.
Pittsburg, Pa. 15222
Price: $.25

Vinyl Clad Aluminum Siding
Crown Aluminum Industries
8330C Industrial Park
100 Delta Drive
Pittsburgh, Penn. 15238

Invisible Stages
U. S. A. Sons Mfg.
Div. of SOS Consolidated Inc.
Dept. HLD-8
P. O. Box 8200
Harper Station
Detroit, Mich. 48213

Official Decorating Guide
Garber Mfg.
Middletown, Ohio.
Price: $1.00

Adventures in Interior Design
& Decorating
Chicago School of Interior
Design & Decoration
Chicago, Ill.
Price: $.10

Light Switches
Leviton
Dept. 23A
236 Greenpoint Ave.
Brooklyn, New York 11222

Exterior Paints
Pittsburgh
Johns-Manville
Box 290-92
New York, New York 10016

SUMMARY

This report would not be complete unless we expressed our appreciation to the two Special Education students who served as Conference Assistants. These young people evidenced the "special" student's ability to adjust to his surroundings and his ability to learn, through experience, to perform, with poise and assurance, the tasks assigned to him. We salute them and rededicate ourselves to giving all "special" students an opportunity to grow to their potential.

If we have captured any portion of the spirit of the conference in this publication, we are grateful; for that willingness to work together and understand one another was the real strength of the Institute.

We were challenged each day by our fine speakers who spoke with the urgency of dedication and concern. The work sessions passed too quickly because we had so much "sharing" to do. Each participant lingered over the evaluation form to give, even there, the last gem of involvement. Our reluctance in parting was the final indication of the total concern and fine cooperative spirit that was evident throughout the Institute.

In summary, it is evident that change is coming--- swiftly and surely. Our meeting together helps us to prepare thoughtfully for this change, thus making the ordeal of tomorrow's changes less difficult.

We can begin now by broadening our concept of educational responsibility so that those adaptations and modifications will transform our educational approach into one that will meet tomorrow's challenges. We have the knowledge, let us hope we have the wisdom to determine our destiny.

[redacted]